

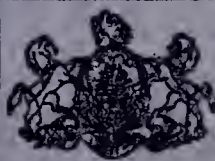
Elementary Education

**Local Participation in State-Wide
Revision of the
Elementary School Curriculum**

Bulletin 233-A

1946

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
HARRISBURG**



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Foreword

WE BELIEVE that all teachers should be given an opportunity to participate in the production of an improved State Curriculum. This bulletin, therefore, has been prepared to guide participation and to recommend such policies as are needed for study groups.

The Committee on Elementary Education of the Post-War Planning Committee of the State Council of Education made the following recommendation (pp. 26-27 of the Reports of the Committees, 1944), concerning the curriculum.

"At present, it is generally accepted that the purpose of education is to promote the all-round growth of the personality of the child toward goals that are socially acceptable, and to an extent commensurate with the ability of the individual child. Modern education must have a socializing function. A major responsibility of the school, in addition to individual development, is to provide experiences that will produce better behavior in social situations, and at the same time fit the child for effective living in a democratic social order.

"These broad objectives of education cannot adequately be realized by a narrow subject matter accumulation curriculum, organized according to the subject matter classification of specialists, such as exists at present in the State. Present courses of study are quite suitable for a theory of education which conceives of its purpose as being the accumulation of bodies of subject matter, but fall short of producing the modern goal—total personality growth for effective democratic living.

"If the objectives of modern education are to be realized, we need a curriculum built on the principle that growth and learning come from experiencing. We need a curriculum organized not according to subject matter classification but on the basis of units of work which are taken from the great areas of human experience and adjustment—the world of people, and the world of natural phenomena."

The following committee of educators assisted in formulating the organization and basic philosophy of this revision plan, and in the writing of this bulletin: Genevieve Bowen, Assistant Superintendent of the Bucks County Public Schools; Lois M. Clark, formerly Adviser of Early Childhood and Elementary Education, Department of Public Instruction, now Assistant Director of the Division of Rural Service of the National Education Association, Washington, D. C.; Paul L. Cressman, Director of the Bureau of Instruction, Department of Public Instruction; Tanner G. Duckrey, Assistant to the Board of Superintendents of the Philadelphia Public Schools; Floyd B. Peters, Assistant Superintendent of the Crawford County Public Schools; Leversia L. Powers, Chief, Elementary Education, Department of Public Instruction; G. Franklin Stover, Director of Secondary Education Evaluation, Department of Public Instruction; and Florence Taylor, Director of Elementary Education of the State College Public Schools, and Assistant Professor of Elementary Education, The Pennsylvania State College.

Francis B. Haas

February, 1946.

Superintendent of Public Instruction.

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Chapter I

PROPOSED CURRICULUM DEVELOPMENT PROGRAM

A. Reasons for Initiating a Program of Curriculum Development

A GENERAL DEMAND from the field for more up-to-date course of study materials has motivated the preparation of this and other forthcoming bulletins, concerned with the curriculum of the elementary schools of Pennsylvania.

A philosophy of curriculum-making is developing in Pennsylvania which indicates increasing acceptance of two beliefs: the educational needs of youth are rooted in changing conditions and a clearer realization of the social goals of a democracy; education is concerned with the all-round growth and development of children.

The curriculum as discussed in this bulletin is conceived to be made up of all those experiences of the child, both in and out of school, which the school utilizes to achieve its objective of all-round child growth and development.

B. Local Responsibility for the Curriculum

A state course of study can suggest the general pattern of the curriculum and set forth plans for realizing those needs which are common to all children. It is not identical with the curriculum, however, and should not serve as a blueprint to be used without modification in every local community. Certain specific needs of children vary because of differences in their capacities to learn and because experience backgrounds and types of non-school services offered by communities vary. Hence the curriculum of any local school must, of necessity, differ somewhat from that of others. Furthermore, constant evaluation and modification of the curriculum should go on in all school units.

If the curriculum is to be suited to the needs of the children, the process of adapting the general pattern—the State course of study—to local needs must be thoughtfully and intelligently done, not left to chance. Consequently, a program of curriculum development for the State as a whole depends for its effectiveness upon the extent and quality of participation by the teachers, supervisors, and administrators who eventually determine what is done in each local school.

C. The Proposed State-Wide Program Must Be a Cooperative Project

Since a basic course of study which is intended to serve a whole state must include elements which genuinely meet needs common to all children, the active participation of all varieties of school organizations,

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and teachers at all age levels in all types of communities is necessary. In enlisting such cooperation, the responsibilities of the Department of Public Instruction are three-fold.

1. Developing Preliminary Publications. A cooperative state-wide program of curriculum revision requires that preliminary statements covering general points of view and the tentative scope and sequence of the curriculum be made available throughout the State. The present plan is to produce three bulletins.

This is Bulletin No. 233-A. It is designed:

- a. To stimulate study and discussion in such groups as teachers institutes, regional meetings of the PSEA, or workshops conducted locally; through institutions, training teachers, or any type of pre-service and in-service programs for teachers.
- b. To promote immediate experimental application in local schools.
- c. To serve as a guiding framework within which production committees for Bulletin No. 233-B may work.

Bulletin No. 233-B will be a course of study bulletin indicating the tentative scope and sequence in terms of growth levels of the various areas of learning, or divisions of subject matter. The preparation of this bulletin, necessarily, will involve many working groups throughout Pennsylvania. These groups will receive help and guidance as materials are developed by local curriculum committees. The publication of Bulletin No. 233-B is planned to follow this bulletin by approximately one year.

It is hoped that the suggestions for using Bulletin No. 233-A and Bulletin No. 233-B will result in sufficient experimentation and evaluation to warrant the production of Bulletin No. 233-C which will be a revision of Bulletins No. 233-A and No. 233-B. Suggestions for improvement as contributed by local groups will be incorporated into the revised edition.

2. Guiding General Participation. General participation of teachers, pupils, parents, school administrators, directors of instruction, teacher-preparation institutions, and other community groups is essential to the richest possible development of curriculum. It makes possible the adaptations necessary in local communities and it provides the basis upon which the general curriculum pattern can be recommended for the State as a whole.

The procedures outlined in this bulletin should enable teachers, administrators, directors of instruction, and other interested persons to participate actively in the curriculum revision program. In Chapter II, detailed suggestions are presented for using this bulletin in local study groups, lay organizations, local PSEA organizations, and for setting up workshops.

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3. **Recommending Policies.** This bulletin presents a general point of view concerning the elementary school curriculum in a democracy, and interprets this point in relation to several aspects of the life of the school.

The general setting for the curriculum is considered in Chapter III under the headings:

- (1) Purposes of education in a democracy
- (2) How learning takes place
- (3) Identifying and meeting pupil needs
- (4) Providing a favorable environment
- (5) The community and the school

Recommendations concerning the program of studies are given in Chapter IV. These include general statements concerning the responsibility of the school for:

- (1) **Developing a social-living program** which is conceived as the area including the traditional subjects, history, geography, natural science, and civics.
- (2) **Developing physical well-being** which includes great responsibility in mental as well as physical health.
- (3) **Developing a skills program** which is seen as including skills in the use of numbers, in the use of oral and written language, in reading, in control of the body, and in the skills of living in a democracy.
- (4) **Developing personal tastes and abilities** which is seen as development through literature, music, use of form line and color, rhythemics, and the like.

Chapter V gives attention to aspects of school administration which directly affect the curriculum, such as promotion policies, reporting methods, schedules, and problems and possibilities of home, school, and community relationships.

Chapter VI focuses attention on the ways in which democratic living can be made a reality in the classroom and in the general life of the school.

The Appendix contains such items as lists of materials generally useful in a local program of curriculum revision, other than those included in the bibliographies contained in each chapter, addresses of publishers, and inventory blanks.

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Others :

Chapter II

HOW TO WORK IN STUDY GROUPS

SUGGESTIONS FOR ALL STUDY GROUPS

1. All superintendents, supervising principals, deans of instruction, supervisors of elementary schools, and group leaders should study complete bulletin and discuss it together.

2. The local administrators should initiate the local programs. Suggestive forms are included in the Appendix.

3. Sufficient copies of this bulletin should be ordered from the Department of Public Instruction well in advance of the first study group meetings.

4. In a section of the library or a separate room for teachers, there should be assembled a collection of textbooks, professional books, periodicals, pamphlets, courses of study and units of work for the use of curriculum committees.

5. Inquiries concerning other districts working on the same problem, and other needed materials should be addressed to the Division of Elementary Education, Bureau of Instruction, Department of Public Instruction, Harrisburg, Pennsylvania.

A. Teachers' Study Groups

Using the Whole of This Bulletin for a Series of Study Meetings

1. **First Meeting.** Skim through this bulletin together, informally, to get a general idea of its purposes and content. Individuals select chapters in which they are most interested, for intensive study. Select a temporary "chairman" and "secretary" to organize committees for the ensuing seven or eight meetings, each committee made up of those who have selected the same chapter for study. Record the names and the chapter chosen and let each committee select its date for reporting to the group on its chapter. Everyone should read each chapter before attending the reporting meeting upon it.

2. **Reporting Meetings.** Each committee may decide upon the procedure it wishes to use for reporting to the group. It is desirable that the committee have a meeting or two prior to the reporting meeting, in order to be assured that its report is valuable and well organized. Various procedures for reporting are suggested below; others may be developed as the committee prefers.

a. **Demonstrations, Exhibits, or Interviews.** Some chapters, such as those on studying children's needs, providing a good school environment, teaching the skills or the social living areas, offer excellent material for demonstrations, exhibits, or interviews, such as the following:

- (1) A teacher may teach a class in beginning reading, in silent reading in the middle grades, in literature appreciation, in building number concepts in first and second grades, in problem solving in the middle or upper grades, or in any other area in which a short, single teaching period can demonstrate some valuable activity.
- (2) A group of children may report on an experience unit, either during its progress showing how they are developing it, or as a final report on a completed unit.
- (3) Teacher and children may exhibit materials developed during a unit and tell how they are related to its purposes and content.
- (4) Two teachers may carry on an interview which might be held between a teacher and a parent, for information-getting by the teacher, or related to some problem of a specific child.
- (5) A teacher may report on her study of an individual child, showing the record forms used to keep data, and suggest how her study has enabled her to help the child.
- (6) Several teachers may analyze the daily programs or forms for reports to parents suggested in this bulletin, and raise questions as to their adaptability for use in the schools of their own districts.

b. **Individual Reports.** Each member may select sections of the chapter which seem most significant to her, and prepare a short discussion on these, emphasizing aspects which seem valuable to her, showing how it applies to her own work, and raising questions for discussion by the whole group.

c. **A Panel Discussion.** Each member of the committee may take responsibility for a part of the chapter, report on it briefly, and raise some questions for discussion. Both the panel members and the audience should be free to enter into the discussion.

Using Parts of This Bulletin for a Series of Study Meetings

1. **First Meeting.** The group may skim through this bulletin, selecting parts which seem most appropriate to their own needs, for special study. Individuals may form committees and select dates for meetings relating to the sections which they have selected for study. Two hours should be planned for each study meeting. Problems are suggested at the end of each chapter.

2. **Study Meetings.** The committee for each meeting should prepare questions, and suggest additional readings to be used by the whole group, well in advance of the study meeting, and these should be sent out to all the members of the study group.

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Members of the committee for the day should prepare themselves carefully to act as "teachers" for the various aspects to be discussed in the meeting. The meeting time may be used as a series of short "class periods" treating each of the aspects in order. Then a chairman should summarize the day's discussions, and a secretary should make a record of the day's study activities. The group may wish to go on with the discussion at a later meeting, bringing in new readings, related exhibits of work developed in their own schools, and other materials which were stimulated by the first study of the section.

3. Some Aspects for Special Study Which May Lead to Re-evaluation and Experimentation.

Studying the needs of children.

Collecting and classifying actual problems facing the participating teachers as a basis for selecting a local project.

Studying the local community as a source of curriculum materials.

How to begin using integrated experience units in a school.

How to secure reading materials.

How to secure parents' interest and cooperating in the schools' activities.

Producing materials needed, such as book lists, revised report cards, units of work, and the like.

Using One Chapter of This Bulletin for a Series of Study Meetings

1. **First Meeting.** Each member of the group should come prepared with a statement of one or two problems which she feels are most urgently in need of solution in her school. A temporary chairman should list these on a blackboard and the group should decide upon which it wishes to concentrate. Let us suppose that "Understanding of children's behavior" is selected. The following activities may be pursued in whatever order seems valuable to the group:

2. Further Meetings

a. The teachers of various age levels may study and summarize for the group the outstanding characteristics of each age group: beginners, primary level, middle grade level, early adolescent level. Child psychology books may be used, but teachers' own observations are important in such a project.

b. Each teacher may select a child who presents a behavior problem and find as many of the factors as possible in his physical condition, emotional adjustment, home environment, learning capacity, and other aspects of his life which seem to contribute to his behavior problem. The group, as a whole, may cooperate in analyzing her findings and suggesting ways of helping the child become better adjusted.

c. The group may wish to undertake a systematic study of child development. In this case, the books suggested in the bibliography on page 3 may be secured and the group may organize itself for reporting on and discussing these, in any way which seems valuable to the members.

d. A group of teachers handling the same child may organize as a "study team" and bring together their observations, findings, and problems related to him, for the criticism and discussion of the teacher group.

B. Lay Group Meetings

Parent-Teacher Association Meetings

Parents are deeply interested in the values which their children are getting from their experiences in school. The improvement of those experiences can be furthered by inviting the participation of parents in studying the problems of developing an adequate and well-adjusted curriculum for the schools of the State. Such sections of this bulletin as the point of view presented in the purposes of the Social Living Program, the development of skills, the development of physical well-being, offer excellent opportunities for discussion in parent-teacher meetings. Sometimes the organization of community forums will prove helpful. Teachers can gain values from the parents' estimates of the practical aspects of school learning; parents can profit by teachers' specialized knowledge of child development and of how learning takes place. Suggestions for organizing such discussions may be found under the sections above on Teachers' Study Groups.

Men's and Women's Service Organizations' Meetings

These groups are interested in the school's activities as a part of the community agencies for improved living in the community. They will welcome reports from representatives of the schools upon the State curriculum program's purposes and organization. While, in most cases, they will not wish to read the whole bulletin, they will welcome brief printed resumes of parts of it, oral summaries, or special reports or panels dealing with appropriate aspects of the work. Often the members of such organizations are an indispensable aid in studying the local community, once they understand the values of such study. It is suggested that leaders of local study groups, school principals, and others get in touch with each service organization's program committee and work out plans for one or two meetings given over to the State curriculum program in some of its appropriate aspects. Some of the films listed on page 12 will be particularly appropriate for lay groups.

C. Workshops

Local Workshops

1. **For Curriculum Study.** A county superintendent and his staff may hold a two- to four-week summer workshop at one or more central locations for elementary teachers, preferably grouping teachers in one-room schools together, and those working in graded schools together. It would probably be desirable to invite a member of the State curriculum committee for the opening day of the workshop, to talk to the

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group about the over-all purposes of this bulletin, and to consult with members about the best ways of organizing themselves for its use. This bulletin may be used as the focus for committee-study sections, or the group as a whole may want to study it chapter by chapter, depending upon the size of the group. Supplementary reading materials on child development, upon the teaching of the skills, and upon unit teaching should be provided for additional reading and discussion. Planning of integrated units, geared to the needs and experiences of their own children, and to the source materials available in their schools, may be worked out by teachers to be tried out during the year, and reported upon in in-service meetings held at intervals throughout the year.

2. General Elementary Workshop. This type of workshop often has one or more demonstration classes for observation. The morning hours may be given over to observation and a luncheon and afternoon period used for evaluating the class program in the light of the chapters of this bulletin dealing with children's needs, school environment, physical well-being, the skills, and the social living program. The demonstration teachers should use this bulletin in planning their activities and should participate actively in the evaluation of these activities by the group. "How to Study a Demonstration Lesson" by Reeder and Reynolds, Bureau of Publications, Teachers College, Columbia University, New York, (50 cents) might be extremely useful in such a workshop.

Workshops at Teacher Training Institutions

1. General Elementary Workshops. Such workshops may group experienced and inexperienced teachers separately for group study, but exchanges should be provided for in central discussion periods. Either type of workshop suggested above, or any other method of procedure appropriate to the group's needs could be used. This bulletin may be used as the purposes and activities of the members make it functional.

2. Curriculum Workshops. These may be specially organized for teachers in the field, for supervising principals, and for supervisors, as needed. General readings on present trends in curriculum making, and materials developed in other states and in city school systems, may be used as source materials. This bulletin may be evaluated in the light of these source materials, and ways of using it in their own county and local curriculum programs may be worked out by the various members of the group.

3. Workshops in Such Definite Fields as Reading or Social Studies. Specialized workshops will work at the problems presented by their members through such procedures as large group conferences, small group conferences, individual conferences, committee work, and laboratory activities. In any of these types of procedures, this bulletin may be used to aid in orienting the special area under consideration to the whole range of the curriculum.

Chapter III

THE SETTING OF THE SCHOOL CURRICULUM

A. The Purposes of Education in Our Democracy

EDUCATION in a democracy has at least a two-fold function. On the one hand, it must do everything possible within the limits of its general responsibility to enable each individual to discover and develop his individual capacities. Only in this way can each community and the nation as a whole achieve their highest potentialities. Achievement of this purpose requires that the kinds of educational opportunities be made accessible to every child that can be utilized by his aptitudes and capacities. It further requires that the instructional program in every school be so rich and varied that every child will find the materials, the activities, and the experiences essential to his best development.

Secondly, education in a democracy must fit every individual for responsible participation in democratic group life through the development of suitable undertakings, attitudes, and skills. Specifically, the schools must undertake to help each individual, according to his inherent capacities and his current level of maturity, to understand the basic principles and values of democracy; understand that democracy is a progressively developing function which is not yet fully achieved, and that each of us can help to achieve it; develop deep-seated confidence in and loyalty to the democratic ideal, together with a sense of personal responsibility for helping to make it work; perfect the behaviors—skills, habits, and traits of character—essential to the functioning of a democracy through active participation in democratic processes of meeting real-life needs.

It is clear that education in and for a democracy must be as concerned with the “how” as with the “what” of school activities and experiences, for growth in awareness of and appreciation for democracy can be fully achieved only when there is opportunity to live it. It is not enough, however, that children be given experiences in living and working democratically. If a high degree of loyalty to the American ideal is to be achieved, and if we are to develop and use a critical intelligence regarding problems of a democracy, each person must know clearly and vividly what that ideal is, what it means, the problems and enemies it faces, and how the American people are working to achieve it. This calls for a high quality of direct teaching suited to the maturity level of the child.

B. How Learning Takes Place

The basic principles which govern learning are well known. However, since certain ones of them have special significance for the “growth” concept of education, and since their importance is not always fully recognized in practice, a few of them need consideration here.

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1. **The Nature of Learning.** The foundation of learning is understanding: knowledge of facts is only a part of understanding. Learning involves active participation on the part of the child, always with his mind, sometimes with hands or whole body in addition to his eyes and ears. Since understanding can come only through active participation of a thinking mind, learning takes place most effectively in response to need felt by the learner.

2. **Maturation.** The limits of what a child may learn at any particular time are set, in part, by his level of maturity, by what his nerves and muscles are old enough to comprehend. These limits may be generally established for any particular age or year in school, but individual variations from this general level are normal and to be expected. Instruction which attempts to have the child learn that for which he is not yet ready is fruitless and may even be directly harmful.

3. **Individual Differences.** Children of any given chronological age vary considerably not only in their stages of physical, mental, and emotional maturity, but also in their previous experiences and in how these experiences have affected them. Each pupil may be expected to differ from every other. Furthermore, one class group may differ markedly from another in its general level of maturity and its experience background. Both the content and methods of instruction must take these differences into account and adapt to them.

4. **Wholeness of Experience.** In guiding and directing children's learning experiences the teacher must take into account the wholeness of experience. In meeting the problems of living a person reacts, not solely as a physical person having, let us say, a toothache, but as a whole person, having certain attitudes and habits of behavior toward others, certain emotional habits and patterns, and many other aspects of personality. What he does because of his toothache will depend upon all of these factors, not one alone. So, too, do we meet other problems. The child needs to develop an orderly, whole-souled way of reacting to situations not alone because behavior is more effective when his mental, physical, social and emotional forces are working in harmony, but also because it is a way to greater happiness. The whole life of the school must be so conducted that it helps each child develop a whole-souled approach to living.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. What does the principle of democracy involve? Always doing as one pleases? Always taking orders? Can children gain increasing skill in democratic procedures? In what school procedures can six-year olds gainfully participate? Ten-year olds? Twelve-year olds?

2. What specific practices in your school are consistent with the principles of democracy in action? What practices are not consistent with this principle?

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3. Should the school attempt to emotionalize feelings about democracy? Should pupils be indoctrinated with a love for the democratic way of life?

4. How can you make your method of teaching contribute more to growth in desirable behaviors?

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Others:

C. Identifying and Meeting Pupil Needs

Needs Common to All Children

We who spend our lives working with children often seem to assume that the "average" child and the able child have no needs which should give us special concern, that only the child with a physical or mental handicap, the child from an underprivileged or broken home, the child who cannot keep up with his class, or the child who does not conform to school routine presents needs which we must consider attentively. But, from the moment of his birth, every child has certain fundamental needs which must be met by his parents, by his teachers, and by his environment, if he is to develop into a balanced, happy individual and become a well-adjusted, contributing member of his social group.

1. **What Are the Needs of All Children?** In early infancy a child is completely dependent upon those about him and his needs are many and apparent. He has no means of indicating these needs except by indeterminate sounds and random movements, which the adults who care for him must learn to interpret in terms of demand for warmth, for food, for clothing, or for affection. Gradually as his muscular controls mature he can take a certain purposeful initiative in making his de-

mands more clear; next he develops the ability to reach for that which he desires, to indicate pleasure or displeasure toward his food, his bath, his toys; eventually he gains the ability to creep, walk and run, to speak a language which others understand, and to do for himself many of the tasks which contribute to his care. At this stage almost everything he does, thinks or says is in response to something or to somebody. Gradually, and within limits, he evolves his own ways of going about things and becomes a unique personality, a self. By the age of five or six he has normally gained adequate self-sufficiency in managing his own physical, social, and emotional needs to enable him to mingle with other children in the organized relationship which we call school.

If he is to have a happy, successful experience in this relationship it is important that his teachers be aware of the fundamental needs common to his maturity level, of the special needs which he already has as an individual, and of the needs which are newly created by the strange and complex social environment into which he is entering.

a. **Physical Needs.** Obviously all children need an adequate, well-balanced diet, comfortable clothing adapted to the season and to the types of activity engaged in, opportunity for active play and exercise, sufficient rest and sleep, and attention to bodily cleanliness. These are presumably the responsibility of the home, but many children come to our schools showing the effects of inadequate care in many aspects of these fundamental physical needs. Teachers must be especially sensitive to the signs of under-nourishment and of insufficient rest, since these often underlie poor adjustment and performance in schoolroom activities, and the school should be prepared to supplement home care, if necessary, through a hot lunch and rest program.

Certain other physical needs should be accepted as the responsibility of the school itself. Children in the primary grades need frequent periods of physical activity, they need tasks which will demand the exercise of large muscles, with relatively short periods of small muscle activity or of close work with the eyes. They need several periods each day of unrestrained play in which they may run and shout and give vent to the tremendous physical energy which characterizes their age level. They need, also, guided play and rhythms, which will build simple muscular skills. These should be a part of a well-planned health and physical education program.

In the middle grades, also, children need some periods of free physical activity though not so frequent as in the previous grades. They need tasks which will gradually build control of small muscles, skills in manual activities, and enjoyment of these skills. They need group games which require team work and increasing skill in throwing, catching, batting, and dodging. They need rhythms such as folk dancing. They need guided practice in muscular control and coordination through such activities as wrestling, tumbling, stunts, and trapeze play.

In the pre-adolescent period (ages 12 to 14) children need physical activities which will challenge them and which will develop more exact skills and muscular coordination. "Lead up" games which utilize basketball and football technics for boys, volley ball and aerial darts for girls, will give them the competition which they desire without too strenuous demands upon their strength. They, too, need a variety of manual activities requiring small muscle control, drawing, woodworking, sewing, knitting, handicrafts, playing musical instruments.

At all levels of the elementary school children need certain physical safeguards. They need comfortable, well-fitted seats to mould their growing bodies into correct posture. They need adequate and well-placed lighting to prevent eyestrain and fatigue. They need ample fresh air, evenly heated rooms in which to work, and sufficient space to give each child a sense of physical privacy and to allow for the varied activities of his school day. They need adequate playgrounds where they may play freely and with safety.

All age groups need periodic physical checkups. Each child should have regular examinations by the school physician, and a check on the condition of his teeth once or twice a year by a dentist. Every two years there should be an audiometer test, and a test of vision which is sufficiently comprehensive to determine whether an examination by an eye doctor is necessary. Weight should be checked monthly and losses, or undue deviations from normal weight standards, should be investigated.

All groups need the development of regular habits of eating, of work, of exercise, of rest, of cleanliness, and of elimination. The school can contribute to these habits through its organized routine and by emphasis throughout its program upon the value of such habits in building sound bodies.

b. Emotional Needs. Children who come from homes where they are loved in a wholesome way, where they are allowed an appropriate amount of independence for their age level yet expected to consider the rights of other members of the family, and where they have respect and confidence toward their parents, are usually ready for successful emotional adjustment to school. Yet, even the best-prepared beginner needs help in adjusting emotionally to the situation in which he is not the center of a family group, but only one among many of his own age level. He needs time to get acquainted with all these fascinating new human beings, to feel that he "belongs" in the group before he is forced into the complex adjustments of learning to read and write. He needs to be free from fears, to have the assurance that the teacher is his friend and that the other children like him. He needs to feel that his listener, or audience, is sympathetic and interested. He needs new experiences to challenge him, but to be given challenges which he can meet successfully. He needs the security of being able to do the tasks which confront him. He needs story periods, rest periods, and periods of physical activity to relieve the nervous tension and stimulation engendered by group

activities. He needs, over all, an orderly, stable environment of people and events that he can count on, and a reasonable expectation that he is well received and competent in it.

The child in the middle grades needs the same assurances—of liking by his peers, of security in the regard of the teacher, and of ability to succeed in the tasks and activities of the school day. He needs, further, increasing independence in selecting, planning, and carrying on his own activities. He needs to gain increasing self-reliance in facing problems and devising means of solving them. He needs experiences which will widen his range of interests, stimulate his curiosity, and make him sensitive to beauty in poetry, in art, in music, in nature.

The pre-adolescent child needs aid in his groping toward independence from adult protection. He needs wide opportunity for selecting and planning his own activities, responsibility in carrying them out, encouragement to try again when they fail, and praise when they succeed. He needs to learn to approach many aspects of learning with the scientific attitude, to explore possible problems, try out solutions, evaluate results tentatively, try out new solutions, and draw conclusions only upon the basis of sound evidence. He needs to think of himself as a potential contributor to the world's work, to respect the contributions of others in every walk of life, and to begin to evaluate his own aptitudes for various vocations. He needs widening acquaintance with leisure-time resources—literature, crafts, music, group games, community activities—so that he may build toward a well-balanced adult life of satisfying work and recreating play.

c. **Social Needs.** When a child enters school he enters upon a wholly different kind of social situation than any he has known before. In the family group, no matter how happily adjusted he was, he knew only the social demands of a small group, he was one of the immature members of that group and as such received a certain amount of protection and tolerance. Often he may have played with few children and may have formed habits of dominating them.

In the schoolroom he is suddenly faced with the adjustment to a complete group of immature persons, with the necessity for conformance to a fairly rigid routine, with many restrictions which are unnatural to him. In the first weeks of school it is the teacher's task to aid him in keeping his own security as an individual while learning to adapt his personal desires and activities to the necessary group routine. It is in these weeks that his social needs are greatest and wise adult guidance is most essential. He needs at this time, plenty of opportunity for activities in small groups because he is not yet ready psychologically to play with a group of more than five or six. He needs some freedom to move about and talk freely with others. He needs toys, books, and construction materials which stimulate group activities. He needs gradually to learn to take part in story-telling and conversation periods with the whole group, to feel free to talk and to contribute to dramatizations, yet to be able to watch attentively when others are active. He

needs to become acquainted with the school building, to realize that other classes are at work in it, and to understand the reasons for certain routine related to playground, toilet rooms, and halls. He needs some small responsibility for the care of the schoolroom, to develop his feeling of partnership in it. He needs experience in follow-the-leader games and rhythms, both as a leader and as a follower. He needs, always, the anchorage of a kindly, understanding mother-substitute to whom he may turn when he feels at a loss in the multifold social adjustments which he is making.

By the middle grade period, children have outgrown the self-absorption of the primary period, and become gradually absorbed in the group. Their social effort is directed toward establishing status with "the gang," toward winning and maintaining the attention, sympathy, and approval of their fellows, and avoiding their criticism. This absorption in his own group's approval has great value on the child's future social development, if rightly guided. It is the beginning of his ability to understand codes of behavior and conventions, as determined by the needs and purposes of a social group.

He needs, at this time, much group play—in games calling for teamwork, for finer eye-hand-muscle coordination, for more organization and greater complexity of rules. He needs challenging group activities in the schoolroom to satisfy his intense curiosity about the world around him and to answer his constant inquiries of "Why?" and "How?" He needs opportunity to work cooperatively with others in selecting problems of significant quality, in planning ways of getting and sharing information, in carrying out constructional and illustrative activities, in evaluating the progress and fruits of the group's cooperation. Group activities in playing simple musical instruments, in dramatics, in puppetry, in community services, are other promising opportunities for teamwork. Each individual should be offered sufficient variety of legitimate ways of winning group approval that he need not resort to undesirable behavior as an attention-gaining device.

In the pre-adolescent period children lose some of their "gang" absorption and become more aware of themselves as individuals. They begin to be interested in their vocational future and to be curious about boy-girl relationships. Although still immature, and dependent upon adults, in many ways, they make tentative efforts at independence in social behavior. They need, at this level, sympathetic individual study and patient, often indirect, counseling. They need stimulation to broader social learnings, through current events, study of contemporary peoples, biography, true adventure stories, books on vocations, and travel stories. They need encouragement in direct social activities through service clubs as well as through recreational and athletic organizations. They need to see themselves as contributing members of the local community and to glimpse their potential part in the larger community of the nation and of the world.

2. What Are the Additional Needs Peculiar to Superior Children? The superior child is often ignored as a problem because it is assumed that he can get along successfully without special attention. It is true that he often needs no particular help in holding his own scholastically. But he is rarely challenged to work at his full capacity. Too often he develops poor work habits because he succeeds without full application and attention, and develops the idea that he does not need to exert himself.

The child who is far above average mentally needs challenging, stimulating activities to keep him "on his toes." He needs problems to solve, freedom to find solutions, opportunity to satisfy his lively curiosities. He needs many kinds of social activities to give him training for the leadership of which he is capable, manual activities to train him in the dexterity which he often lacks, physical activities to develop and mature his physical growth. He needs sympathetic help in overcoming the sensitivity which he usually possesses, interested response to his intellectual curiosity, and wise guidance as to his preparation for a life of leadership and important influence in the adult world. He needs opportunity to reach out into fields untouched by the average child—to explore, analyze, create as his capacity prompts him to do, and to secure a rich variety of contacts and experiences.

3. What Are the Additional Needs Peculiar to Handicapped Children? There are many children in our schools suffering from various handicaps: mental, physical, and emotional. Some of these are so seriously handicapped that the only real solution to their problems is special institutional or residential school help. Others can fit into the regular school situation with understanding help from the teacher.

a. The Mentally Handicapped Child. The slow-learning child is common in our schools. It is our problem to take him where he is, give him as well-rounded a program as he can encompass, and to keep him happy, secure, and with a realistic acceptance of his own capacities and limitations. He needs:

Praise and abundant encouragement, even for small successes.

Guidance in forming good habits in the fields in which he can succeed.

Consistent training in a variety of muscular skills, appropriate to his physical development.

Abundant opportunity to exercise practical judgment in real life situations.

Opportunity for varied social activities and cooperation with normal children, at his own chronological and social level, in all regular activities of the group.

Special responsibilities which give him a sense of worth in his social group.

b. **The Physically Handicapped Child.** The crippled child, the child who is physically below par, the partially-seeing child, and the deaf child will need to spend their adulthood among normal people. In their school experiences they must be helped to understand their own handicaps, and learn to live with them as rationally and successfully as possible. Often the problem can be met largely through adjustments in equipment and methods of teaching. But in addition to these adjustments certain emotional needs exist. The physically handicapped child needs:

Understanding help in facing his disability with poise.

Aid in finding activities in which he can succeed.

Assistance in social relationships and normal give-and-take with other children.

Freedom from the over-attention or solicitude which he may receive at home.

Assurance that he can find a place in the vocational world and guidance in preparing for it.

c. **The Emotionally Handicapped Child.** The child whose emotional balance is defective is usually more difficult to serve than those with other defects, because he often presents serious behavior problems which disturb the whole group. A sympathetic realization that he is handicapped as truly as the crippled child, and sincere and unemotional efforts to meet his needs are essential. He needs:

Study of the underlying causes of his handicap and aid in freeing himself from them.

As serene and undisturbing an environment as can be provided.

Tasks in which he can find satisfaction.

No pressure for speed or for high quality of performance in accepted tasks.

Abundant praise for successful accomplishment and for increasing ability in self-control.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. It is obvious that the above sections cannot include all the needs found in normal and exceptional children, nor do psychologists agree wholly on what comprises these needs. A group of teachers studying together could extend and improve the summaries given here, by attempting to find, through observation and through reading, additional answers to the same questions.

a. What are the needs of normal children?

b. What are the needs of superior children?

c. What are the needs of handicapped children?

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2. Define the characteristics of children with learning abilities markedly inferior and those with learning abilities markedly superior. Select any current practice in your school, such as how your playground periods are managed, or how arithmetic is taught, and evaluate it in terms of what it contributes toward the social, emotional and intellectual growth of those children. Then experiment with making even small degrees of changes in that practice and again evaluate your results.

3. Consider your children at lunch. Is the lunch period contributing all it should and can to manners, nutrition, happy group living? Can the children help evaluate, plan and assume some responsibility for improvements?

4. Since people fail in life, should children also have the experience of failing in school? When? How much? How should failure be handled?

5. How does the stern disciplinarian interfere with a child's feeling of security? How does a lax teacher hinder it?

6. Why do the usual classroom incentives often fail to reach the child who is a behavior problem?

7. Why do parents and teachers sometimes differ in their evaluation of behavior traits?

8. A group of teachers when asked to rate the seriousness of a series of behavior problems as they may affect the future of the child who shows such traits, gave the following ratings:

Stealing—1

Heterosexual activity—2

Unreliableness—3

Untruthfulness—4

Cruelty, bullying—5

Cheating—6

Unhappy, depressed—7

Unsocial, withdrawing—8

Masturbation—9

Suggestible—10

Would you agree with these ratings? If not, how would you rearrange them?

9. How is your school contributing to the establishment of regular habits of eating, cleanliness, elimination, work and exercise?

10. Prepare and use a check sheet for evaluation of the toilet and playground activities as factors contributing to the total welfare of your school. In developing social adequacy what provision is made for the children's understanding of necessary regulations and routines?

11. Make a check list of the physical needs as enumerated in this chapter, together with others suggested through your discussion and reading, and evaluate your own school plant and school practices. Set up and plan a two or three years program of improvement, to be presented to your local board through the proper local administrator.

12. Make a similar plan to cover emotional needs, either for an individual, or for an age group in general; to cover social needs.

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STUDYING AND RECORDING INDIVIDUAL NEEDS

The classroom teacher utilizes an understanding of the needs of children in general for her own orientation to that problem but she must devise ways of seeing the specific, individual needs of her own children before she can hope to meet them effectively. Once she becomes alert to needs she can see them at every turn, often in such numbers that she becomes confused in attempting to analyze and organize them into a helpful guide. The following paragraphs suggest some methods of studying and recording children's needs, and some helps in formulating from them purposes toward which to work.

1. Methods of studying children's needs

a. Observations

- (1) **In informal situations** (on the playground, during free periods in the schoolroom, on the way to school, in conversation with other children, in his family group, at community gatherings) observe his relations with other children—his interests, his energy and general health, and other environmental influences which he reveals.
- (2) **In classes** note his interest and response; his ability to reason, to interpret, to evaluate; his ability to express himself; his ability to comprehend and to use textbooks, maps and other materials; his ability to follow instructions; his attitudes and ideas.
- (3) **In study periods** watch his promptness in getting to work; his ability to concentrate on a task; his relations with other children at study; his span of attention; his periods of fatigue.
- (4) **In relation to schoolroom organization** observe his punctuality, his orderliness, his thoughtfulness, and his willingness to take responsibility.
- (5) **In art, music and other expressional activities** note his freedom from self-consciousness, his enjoyment and appreciation, his originality and creativeness, and his attitude toward others' creations.
- (6) **In his home** study his attitude toward his family and their attitude toward him; his responsibilities and recreation in the family group; economic status of the home; moral and character building qualities; health protection.
- (7) **On excursions** note his ability to take care of himself and to abide by group rules of conduct; his special interests; his ability to observe and record information.

b. **Conversations.** These should be informal, not set "interviews," and preferably should be carried on while teacher and child are engaged in some activity, so that the child is not self-conscious. The teacher will gain skill in asking questions or making comments which will encourage the child to talk, as she has continued opportunities to talk informally with children.

c. **Home Visits.** These are of the utmost importance and the teacher must exercise great tact in planning and carrying out such visits. Walking home casually with the child is often a successful way to enter the home informally, although it may be more acceptable to the mothers to know when the teacher is coming. Once there, the teacher should talk in a friendly, informal way, not asking a barrage of questions nor delivering a lecture. She should always invite the parents to visit the school informally, in return.

d. **Written Materials.** In addition to these observation activities, there are certain written materials which will yield the teacher further information about the child's interests, responses to home and school life, abilities and limitations, and experience background. The preparation of these materials requires careful thought, and their use requires judgment and tact on the part of the teacher. It is probably advisable for the teacher who has had little training in child guidance to work out forms and plans for using such written materials with an advisor, before using them with her children. The following are suggested as usable with the middle and upper grades:

- (1) **Diaries or autobiographies.** If there can be developed informally around a few focusing questions as to things most enjoyed, most interesting, people liked, and so on, they may offer the teacher insight into the child's interests or his problems. They should not be a required chore, but should be suggested as a pleasant chance to share one's experiences with others.
- (2) **Questionnaires.** Some schools send these to the parents to secure a record of the child's health history and other details. They should be used tactfully in order not to violate the family's privacy or reticence. The older children may fill out their own satisfactorily in many cases.
- (3) **Daily time schedules.** Sometimes a teacher can learn useful information about the child's home life, his work, his interests, or his needs, by asking him to keep a detailed schedule of his activities for a few days.
- (4) **Interest blanks.** These are sometimes used with older children to discover their special interests and to provide a basis for the selection of curriculum materials or units of work.

- (5) **Records kept by the child.** Records of free reading, of an excursion, of a trip of his own, of movies or radio programs enjoyed, may reveal interests not discovered by other techniques, or they may indicate need for guidance in selection of such activities.
- (6) **Appraisal of the school program by the child.** Often the teacher can gain certain revealing information by asking the children to answer questions about school activities. Naturally, the responses will be most spontaneous where the child feels free to state his views frankly. The teacher should introduce the questions by saying that she herself does not feel quite satisfied with the organization and work of the school as a whole, (not of the children) and wonders if they can make some suggestions as to how these should be improved. Such questions as the following might be stimulating as guides:

What part of the school work do you enjoy most?

What part do you think gives you the most benefit?

What do you get least out of?

What is hardest for you?

How would you like to change our daily program?

How could we make our passing in and out, our lunch period, our study periods, better?

How could we make our room more homelike?

How could we have more fun in our play periods?

What other improvements can you suggest?

- (7) **Records filed in the school.** These are often meager but they may provide the teacher certain data, such as:

Information on the child's health needs, from the nurse's or doctor's examination, or from a markedly irregular attendance record.

Significant aspects of attendance. Frequent absences from school may indicate poor health, distance from school, low economic status of the family, over-work on the part of the child, or family indifference to education. A home visit would probably identify the significant reasons.

Former teachers' estimates of the child. These should not be accepted without allowing for personal prejudices and falsely-based judgments.

Failure to be promoted, or extra promotions, and the grade levels at which these occurred.

- (8) **Tests.** Many schools have systematic testing programs in which the classroom teacher participates. Where the teacher can administer, score, and interpret the tests herself, she can gain much insight into pupils' needs in the way of work habits, emotional tension in testing situations, specific informational lacks, and each individual child's status in relation to national norms. Both intelligence and achievement tests should be used, for it is of little value to discover that a twelve-year-old child performs at a nine-year level unless one has his mental age as a balancing item of information.

Where teachers do not themselves give the tests they should have careful guidance in interpreting results and in applying interpretations in improved procedures. It must always be borne in mind that paper-and-pencil tests can measure only certain specific learnings and that children who test low may have other qualities which can counter-balance deficiencies in formal information.

2. **Recording Findings.** Such observations and written materials as the above are of value to the teacher only if the information is kept in such a way that it can be used conveniently. The following suggestions will help in organizing the information for each child so that it is quickly accessible.

a. **Anecdotal records.** These are brief jotted notes taken as the teacher observes some significant incident or behavior indicating an individual child's need. They should be factual and objective, recording only what actually happened and should be dated so that a consecutive record is provided:

Virginia came to school late, crying because she was cold. She had on only a thin cotton dress and a short coat. Her mother is working and left early, she said. She had no breakfast and could not find her ski suit. I gave her part of my lunch.

November 18, 19—

Virginia offered to stay and clean blackboards tonight. She talked freely about home conditions. They seem to have plenty of money to spend, but neither the father nor the mother is at home enough to supervise the children's meals or care. The younger child stays with a neighbor during the daytime. Virginia seems to have no supervision from the close of school until 5:30 when her mother returns.

November 23, 19—

I went to Virginia's home last night and talked with her mother. She seemed sincerely eager to cooperate. We have worked out a plan by which Virginia can have a hot breakfast at the neighbor's home in the morning and can go there after school. Her mother will pack Virginia's lunch and lay out her clothes before she goes to work.

December 1, 19—

Such notes for each child may be written on slips of paper and fastened together so that they can be referred to easily. But over a period of months they may become too numerous to use conveniently. It is probably best to summarize them on sheets of paper, with explanatory notes if desired, and file them in vertical file folders.

b. **Vertical file folders.** These are inexpensive and convenient to use even if no file drawer is available. Within each folder various information can be brought together for each child:

- (1) **Summaries of anecdotal records.** Some school systems use colored sheets for these summaries, one color for health and physical data, another for personal and emotional problems, a third for social adjustments, a fourth for academic records, and others for additional items.
- (2) **Records of home visits or of parents' conferences at school.**
- (3) **Written records prepared by the child.** Autobiographies, a child's own daily schedule, interest blanks and reading reports are helpful.
- (4) **Record sheets from standardized tests, or samples of work done on teacher-made tests.**
- (5) **Samples collected periodically.** Specimens of penmanship, samples of especially good papers or drawings, or any other material indicative of the child's progress.
- (6) **General summary.** This may be a printed blank such as can be secured from school supply houses; it may be a mimeographed form worked out by the teachers and principal; or it may be merely a sheet of paper upon which a periodic summary is written in essay form.

c. **Cumulative record folders.** In some schools a printed file folder has been developed to assist in a uniform method of record-keeping throughout the school. It usually includes blanks for personal and family data, the child's scholastic record from year to year, brief notes on emotional, personal, and social traits, and other information which can be presented in limited space. This folder goes with the child as he is promoted, or as he moves from school to school, and, if kept up to date by each succeeding teacher, provides a comprehensive cumulative record of his school career.

3. **Analyzing Records and Identifying Needs.** As the records accumulate the teacher must take time at intervals to sit down quietly and read them over. Perhaps she may begin with only one child's folder. As she looks over the materials she can get perspective upon his whole personality and behavior. She can see ways in which she can make small adjustments which will help to meet his particular needs.

As she studies one individual file after another she will find many needs that several children have in common. As she lists these, indi-

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cating the children who have each need, she can gradually identify areas of the school program which do not meet children's needs: the playground activities, the program for the first graders, the time allotments on the daily program, the way she is teaching reading or history or current events.

If she can talk these lists over with other teachers she may find that their children have similar needs. Often they can work out together various suggestions for meeting these needs and can compare the success of different methods which they have tried.

4. Selecting Goals Toward Which to Work. As her own summary of her study of her children's needs, the teacher will find it helpful to set up a few specific goals toward which to work, and to write them down in her plan book or in some place where she may turn to them often, as a check upon her progress in achieving them. No two teachers' goals will be the same because each school situation is different, but the following represent some common needs which teachers may wish to meet:

To organize the routine tasks of schoolroom housekeeping so that each child may have a part, and may learn to take responsibility in the group.

To provide for more physical freedom for the youngest children and to give them more opportunity for group, conversational and dramatic activities.

To adjust each child's reading work to his ability level and to help each one to succeed in and enjoy reading.

To try to help the children to see the relation of geography and history to their own lives, to use the class periods for discussion rather than for oral testing on what they have read.

To reorganize the arithmetic period so that each child may work at his own rate, with adequate individual help.

To set aside more free time before school and at the noon hour for informal conversations with the children.

To give every child chance for successful achievement in as many different kinds of activities as possible, especially to help every one to feel successful in some part of the regular school subjects.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. Select one of the goals given in the next above paragraph, and report your success after a few weeks of work specifically planned to attain that goal.
2. Most teachers are busy people. What aspects of their work might be reduced in order to give them more time to study individual children and keep more adequate records?

3. How would you distinguish between the expressions: "a problem child" and "a child with a problem"? Can you see how anecdotal records would help in differentiating between them?

4. How can parents tell when a child is getting along well in school?

5. How could the parents of a superior child help the teacher to meet the needs of the child?

6. How can the school help the indifferent or ignorant parent to understand his child's needs?

7. In what ways could parents and teachers organize themselves to study children's needs, and ways of meeting them together?

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Adjusting to the Needs of a Particular Group

1. Adjusting Classroom Organization.

a. **The Daily Program.** Often, especially in the classroom with several grades, the day's program is broken up into many unrelated periods too short to allow for discussion, for exploring new problems, for sharing and reporting on research reading or for careful planning of future activities. One of the first steps in attempting to meet children's needs should be a thorough analysis of the daily program. The teacher may ask herself the following questions: Are the class periods long enough? If not, how can I regroup children or combine subjects to provide longer periods? Can several groups work simultaneously on various levels in the same general field? Is each period now used to best advantage? Does its present use really contribute to the achievement of the goals which I have set up? Are children required to sit for too long periods between their classes? What activities can be provided which will give them variety of work in these periods? Is enough time allowed for physical activities, rhythms, music, art, handwork, literature, and dramatization? What periods can be used more economically so as to provide more time for these activities? Do I develop the children's ability to do many of these activities in unsupervised periods or do I feel that I must wholly direct them? This problem is further discussed in Chapter V.

b. **Routine Organization.** Often the teacher takes too much responsibility upon herself for the routine tasks which must be done each day. Even first graders can learn to organize committees and care for a large part of such work. Where the children are older, or where several age levels are in the same room, such responsibility can be carried on wholly by the children. With initial encouragement they take pride in the attractiveness and cleanliness of the schoolroom and enjoy contributing to it. Often, retarded children and superior children find it particularly satisfying to plan or execute plans for decoration, and

all derive important social learnings from the cooperatively planned organization involved.

c. **Flexible Grouping.** From long years of adherence to it we have come to feel that the grade plan of grouping children is something almost sacred, with which we must never tamper. But as we study children's needs more carefully we begin to see that there is little relation between a child's grade placement and his abilities and needs. We would make more effective use of our day's time and give children greater values from school work if we would group them differently for different kinds of activities. Many of their social and emotional needs would be better served, they would have greater opportunities for success in many fields, and often would be better adjusted physically if their needs were used as a basis for grouping, rather than hard and fast grade lines.

The teacher who desires to serve her children's needs should experiment with different groupings for reading, for language activities, for games, for music and art, for dramatics, until she finds those ways of combining children, or subjects, which give most effective results in the particular situation in which she is working.

d. **Individual Adjustments.** Often when only one child indicates a given need the very fact that the teacher recognizes it is a factor in meeting it. A change in her attitude toward the child, little ways of encouraging him or helping him without revealing the problem to the group, a home visit, or a talk with the child alone, may go far toward solution.

With the retarded child an attitude that he is a valued helper often serves to give him security and a sense of achievement. With the able child who finishes the required work and has time to waste, a suggestion that he look about and find ways in which the room may be better arranged or made more attractive, may challenge his creativeness. Often he can give help to other children, pronouncing difficult words, helping to find references, giving special drill in spelling, arithmetic, or English mechanics. In a one-room school able older children can be of great assistance in supervising primary seatwork, taking little children out of doors for play periods or reading to them. Every child enjoys "playing teacher" and, with some guidance from the teacher, almost every one has some field in which he is capable enough to help other children carry on activities during out-of-recitation periods. The social learnings which come from such cooperative work are important assets in the school program. The teacher must, however, always bear in mind the welfare of the helping child as well as that of the helped child.

2. Adjusting Content and Procedures.

a. **A Reading-Readiness Program.** One of the most fertile causes of maladjustment in school has been the forcing of immature beginners into a reading program before they are physically and mentally ready for it. A wide variety of excellent literature is available on reading

readiness and every teacher of first grade children should become familiar with it, and utilize it in her teaching. Much careful research has established the following principles:

Most children are not ready for formal reading until they have attained a mental age of six and a half years.

Many do not have sufficient control of the small muscles nor adequate eye maturity until they are chronologically about six years of age.

Reading readiness consists of a variety of factors, the most important of which are: physical and mental maturity; a variety of social experiences and concepts; command of vocabulary, ability to form complete sentences, and freedom from faulty speech habits; interest in books and a desire to read.

A period of from six weeks to three months is desirable for a program of activities designed to build up the average group's readiness for formal reading activities.

b. Adjusting Reading Materials.

- (1) **In the second year of school.** Every child cannot progress to the same point over a given period. This is especially true in reading, and it is most essential there that each child be allowed and encouraged to move along at his own rate. One of the most crucial periods is at the beginning of the second year of school. The reading skills and vocabulary developed in the first year are so freshly acquired that they are lost very rapidly during the summer vacation. Most children at the beginning of their second year need to begin reading at a primer level to rebuild their self-confidence and their skill. They should read rapidly through several new primers. The slower readers may need to read pre-primers for some months, and it is not impossible that a few may progress only as far as the primer stage during their whole second year. It is better that a child read with enjoyment and success in a simple book than that he be forced ahead so rapidly that he develops fear and aversion toward reading.
- (2) **In succeeding years.** It is not uncommon to find in a number of our better public schools three or four reading groups in a single grade of thirty-five children. Often these groups range over a year or more in the difficulty of their reading materials. Such adaptation to the needs of children is becoming recognized as the responsibility of the school. Reading textbooks are bought in sets of five to ten and many series and levels are made available to each teacher, so that she may supply each group with fresh, interesting material appropriate to its level of ability. Often children read individually in books of their own choice two or three times a week, and report to the class or read dramatic bits orally.

- (3) **In the content subjects.** As we are moving away from a single reading textbook for a whole class, so are we differentiating reading materials in history, geography, literature, health, and science. Units of work which involve many fields are also encouraging this practice. More and more attractive, readable material is becoming available, in every level of vocabulary, and schools are rapidly replacing or augmenting sets of content textbooks with a wide variety of reference reading materials.

Procedures in using individual books are different from those demanded by sets of identical books and many teachers feel some trepidation about making such a change. But as each teacher grows accustomed to thinking in terms of individual needs and of integrated, socialized units, she will find that individual reading and socialized sharing is the most natural means of gaining information for use in solving problems and testing conclusions.

c. **Developing New Procedures.** If each teacher studies the needs of her own children and tries to adjust her teaching procedures to them she, necessarily, must work out the procedures which fit her own situation. Some guides which may help her to develop a purposeful and unified program are suggested below.

- (1) **Making the most of present living.** Children learn most easily when new information is related to knowledge and experiences which are already familiar to them. Units of work which begin with their own experiences, with the community in which they live, and with activities which they can observe about them give greatest opportunity for real conceptions of the lives and activities of people in communities which are different from their own.
- (2) **Learning through experiences of planning, self-direction, discovery, exploration and critical thinking.** Learning is an active process and the child learns only to the extent that he participates actively in planning and carrying out his own activities. The teacher must be aware of his needs, must plan ahead sufficiently to be able to guide his learning and to have appropriate materials ready for use. But she must be willing to let specific directions and activities develop in group planning periods and adapt her own plans to the group's.
- (3) **Utilizing a variety of materials, pictures, maps, graphs, radio programs, films, excursions, community resources, pamphlets, bulletins, magazines, and books.** Present-day living is rich with sources of information. The school must learn to go beyond books and utilize every type of learning resource which its environment provides.

- (4) **Making learnings tangible through many activities, illustrative, constructional, dramatic, rhythmic, musical and graphic.** Children learn through their eyes, their ears and their muscles. Expressing newly learned ideas through many tangible forms fixes them more clearly and more lastingly than merely repeating them verbally or writing them. Cooperation in such activities provides essential social learnings which supplement and enrich the intellectual learnings gained.

- (5) **Evaluating learnings, as a part of the learning process.** Formerly only the teacher was concerned with the evaluation of pupils' learning progress. But if the school is to serve the pupil's needs best he himself must participate in the evaluation of his success. Part of every socialized unit should be a cooperative evaluation of it by the pupils and teacher together, involving such questions as:

Was this unit valuable to us?

Was it worth the time we spent on it?

What things were most valuable?

What things did we learn to do better?

What things must we still improve?

What other units will help us to make this improvement?

3. **Continuous Evaluation of Pupil Progress.** While the teacher participates with the children in the evaluation of a specific unit of work, she must evaluate the whole program continuously by means of her own broader perspective and goals. She must check the outcomes of each week's or month's work with the goals which she has formulated for her year's achievement. She must judge whether that work is contributing adequately to the accomplishment of those goals. She must select and plan ahead for activities to supplement and enrich those which the children plan. She must be the master navigator in the whole complex pattern of the year's "mission," keeping it headed in the right direction, keeping the time schedule under control, and checking to see that every individual ship completes the journey successfully and safely.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. Why is the daily program such an important factor in adjusting the school to the children's needs?

2. When flexible grouping, as advocated above, is introduced it is possible that it may produce emotional problems. What safeguards need to be used to avoid this difficulty?

3. How can a teacher modify classroom routine for individuals or for a group without giving the rest of the class the impression that she is showing favoritism?

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4. How can the program in the Three R's be adjusted to children's needs and still provide the essential repetition and drill?
5. Can competition with one's own record stimulate a child's full effort as well as does competition with others?
6. Is it good for a child to "buckle down to something hard"?
7. In studies of mental health of children and adults are there any common factors thought to be basic to poor mental health with which the school could deal effectively?

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D. Providing a Favorable School Environment

The Physical Environment

The physical setting of the learning process is an important factor in its success. It is true that many instances can be found in any county or state where highly desirable learning activities are being carried on in old or inadequate buildings, with insufficient books and teaching materials, or under other adverse physical conditions. But well-planned and comfortable buildings, with attractive, usable classrooms and adequate, well-selected equipment, offer an important contribution to the right kind of educational program. They make going to school more attractive to the child, they make for more efficient teaching, and they give the community a pride in its schools which reacts favorably upon the whole school program.

1. **The School Building.** The building should be conveniently located and accessible to the children who attend it. It should be large enough to accommodate all the wide range of activities which modern education recognizes as desirable. It should provide conveniently located space for play activities, for bulletin boards, for lunch facilities, for science and handwork activities, for health care and rest provisions, for library and reading facilities, for dramatics and rhythmic activities, and for gatherings of the whole school with an adult audience. It should protect children's safety through provision of wide halls for passing from room to room; through roomy, sanitary toilet facilities; through easy exit arrangements in case of fire; and through adequate ventilation, lighting and heating facilities. It should safeguard their nervous and emotional adjustment through soundproofed playrooms and hallways; through thoughtfully planned seating and lighting equipment; and through an arrangement of rooms which provides for economic movement from one activity to another.

The grounds should be sufficiently spacious to allow ample play space for all age levels. They should be well-drained and as free as possible from hazards to children. They should be selected in the beginning for their attractiveness as a building site as well as for reasons of economy and convenience, and their natural beauty should be preserved and enhanced by careful planning of drives, sidewalks, outbuildings, and plantings.

2. **The Classroom.** Each classroom should be adequate in size to allow for the comfort and convenience of the group in all its varied activities. It should be well-lighted, with the light falling upon each child's work from his left, and with adequate artificial lighting for cloudy days. A left-handed child should have light fall on his work from his right. Windows should be equipped with shades providing for flexible control of direct sunlight when necessary. The floor should be noiseless, easy to keep clean, and so finished that children may sit on it when their activities demand. Oiled floors are not desirable.

The walls and ceiling should be light-reflecting and should be decorated in pleasant pastel tones, warm or cool as the exposure requires. There should be adequate wall space, covered with corkboard or similar material, for bulletin boards and for display of children's work. There should be space for framed pictures to be hung at the children's eye level. There should be shelves or ledges for plants and aquariums but these should never be placed where they decrease light on children's working areas. Blackboards of desirable extent and height for the group's needs should be provided, but they should not dominate the wall space of the room to the exclusion of other needed facilities.

There should be ample space for a library table and bookshelves, for a large worktable with tool and material cupboards at hand, for a science corner, and for a museum or exhibit corner. There should be a floor space which is left clear, or which may be cleared easily, for indoor games, for folk dancing, or for floor construction projects. There should be adequate closet and cupboard space for books, play apparatus, handwork materials, and musical instruments. There should be ample, well-ventilated cloakroom space for both teacher and pupils.

3. **Equipment.** The equipment of the classroom should be adequate to, and selected for, the activities which the group desires to carry on. Minimum equipment for a well-directed program of socialized and creative activities would include the following items:

Movable desks, in varied sizes to fit individuals. These may be table-style, but should have storage space for a child's own things.

Chairs designed to promote comfort and correct posture, to fit desks and for library and work tables.

Piano, phonograph or radio (all if possible) and individual instruments for rhythm and melody ensembles, according to the age-level of the group.

Large globe, wall maps of community, county, state, nation, and the continents, and at least one polar projection map. Even grade one should have a globe.

Encyclopedias and reference books adapted to the age and interest levels of the children.

Basic readers and a wide variety of supplementary readers for group and individual reading.

A classroom library for leisure-time reading containing a wide range of topics and of vocabulary levels.

Equipment for science activities embracing: plant culture; aquaria and terraria culture; insect study; experimentation with water; simple study of chemicals, electricity, magnetism and heat; a microscope and tripod lenses; bird glasses; plaster of Paris for making casts and molds; a thermometer; a barometer.

Equipment for fine arts, handwork and woodwork including: clay; wood and woodworking tools; paints (water colors, calcimine colors, lacquers or enamels and finger paints), easels, and brushes for various needs; wax and pastel crayons; looms and weaving materials; block-cutting tools and inks; lettering pens and ink; book-binding materials; papers of every needed kind in a good selection of colors.

Motion picture, slide or opaque projector (if not for each classroom, at least available in the school or in the county) with a well-selected library of films, film strips and slides available.

Portable curtains, stage sets, puppet stages, and other equipment for dramatic activities available to each classroom.

Playground balls, bats, nets, and other apparatus which is the especial property of the class group, as well as access to fixed playground and play equipment used by other groups.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. In what ways can the teacher overcome unsatisfactory physical facilities such as:

- a. Stained and dirty walls in the schoolroom?
- b. Space filled with screwed-down seats?
- c. Inadequate bulletin board and display space?
- d. Open windows as the only means of ventilation?
- e. Inadequate reading and library materials?
- f. Insufficient shelving and closet space?
- g. Lack of visual aids?
- h. Inadequate art and handwork materials?
- i. Lack of equipment for science experiments?
- j. Rough, muddy playground?
- k. Lack of playground equipment?

2. See Appendix E, pages 509-535, in "Modern Education in the Small Rural School" by Kate V. Wofford (Macmillan), for suggestions as to substitutes for expensive teaching materials. How many of these could be found in your community? Evaluate gathering them for the school as a valuable educative experience for children in relation to

what the use of materials purchased through commercial houses would provide.

3. How can the teacher build up with the principal or school board a conviction of the importance of supplying adequate reference materials, science and art materials and playground equipment?

4. When new school buildings are planned, are specialized school architects, familiar with school purposes and procedures, available? If not, how could other architects be helped to be aware of the unique problems of school architecture?

5. In what ways could the Department of Public Instruction give assistance to a school board which is planning a new building?

The Emotional Environment

Much more important than the physical environment is the emotional atmosphere in which the child lives and works. It affects the child more acutely as a sensitive individual organism, and it expresses more directly the philosophy and attitudes of the teacher and of the administration of the school, than does the physical environment.

1. **The Teacher's Part.** The teacher, herself, must have a well-adjusted personality before she can build up a desirable emotional environment for a group of immature individuals. She must be physically fit, with the reserve of energy which averts fatigue and nervous impatience. She must be reasonably happy in her personal life, with a variety of interests outside of her work, with normal social relationships and satisfying living arrangements. She must like children sincerely and enjoy working with them. She must have sufficient knowledge of their growth and development to be understanding and sympathetic with them, yet definitely aware of their dependence upon her to provide firm guidance and leadership. She must have clear purposes and adequate techniques for achieving them.

In the classroom, she must maintain sufficient organization to give each child security and a sense of direction in his work. Yet, at the same time, she must provide opportunity for his growth in self-reliance and self-direction. In many ways the child's development is like a stream. It pushes on, with its own sources of energy, following the course which it has made for itself. If its energy is "dammed up" by unwise domination it will find another channel, or "back up" and stifle the child's personality. Careful clearing out of debris, redirecting of its forces into desirable channels, and providing it with useful work to do, clarify its quality and increase its effectiveness. The wise, well-balanced teacher provides such services. She does not try to change the course of the stream of development unnaturally, by force or by scolding. She works cooperatively with it, finding tasks which challenge but do not over-tax its energy. She gives it calm assistance when needed, but does not censure it for having such need. She clears out fears or bad habits with care, and helps the stream to flow clear and free, evaluating her own guidance if it follows wrong channels. She

keeps her emphasis on the positive, furnishing outlets which the child can accept and use. She expresses confidence, not impatience, when first efforts do not succeed. She treats the child with the consideration and courtesy which she accords her adult associates and in so doing encourages his growth toward true emotional maturity.

2. The Responsibility of the Administration. The emotional atmosphere of the school stems directly from the philosophy and organization adopted by its administrative group. The teacher's attitude toward her work and toward her participation as a member of the professional group depends upon these factors. And upon her emotional security that of the children depends.

If the administrative philosophy is sincerely democratic, if it involves responsibility for the human relations of the organizations as well as for the mechanical processes, and if it is put into active practice in the operation of the school, it will penetrate every aspect of the emotional environment. Teachers will be encouraged to cooperate in the making of policies, and in their execution. They will be safeguarded from too heavy teaching loads and from unreasonable requirements for extra duties. They will have adequate salaries and security of tenure. They will enter upon their individual duties each day with a sense of partnership in the larger organization. They will meet the day's problems with equanimity, and with an assurance of support and aid if they cannot solve them alone. They will be free from apprehension toward supervision and will seek out its help and perspective in carrying on their work.

Teachers' own sense of security and of shared responsibility will be reflected in the activities of their classrooms. "Discipline" through scolding, blame and recrimination, through engendering fears and emphasizing failures, through impatience and humiliation, will not be the dominant pattern. Children will share in decisions which affect them. They will have a part in the planning and managing of their own activities. They will be guided in evaluating their own successes and failures, and in devising further means of increasing their own skills. They will be considered as active forces in their own growth, not as passive conformists to the dominant routine. The practice of control is clearly recognized in a good classroom in the developing self-control of self-respecting children.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. How can a teacher know whether she is a well-adjusted individual? What helps can she find if she has personality problems? (see "Fit to Teach" in the bibliography on page 39.)

2. The following suggestions are given in "Fit to Teach" as ways in which teachers may promote their own mental and emotional well-being. Discuss them with your own teaching group and consider ways in which you can realize them in your own individual and group activities.

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- a. Discover and acknowledge weaknesses; then attack these problems with determination, following a suitable corrective program.
 - b. Systematize the affairs of life and cultivate helpful habits.
 - c. Know when to work and when to quit work.
 - d. Develop broad interests and engage in a wide variety of activities.
 - e. Maintain the spirit of the learner.
 - f. Seek daily contact with beauty in some of its forms.
3. The following are some of the fears reported by children of ages 5 to 12. What can the school program do to help them overcome these:
- a. Imaginary creatures, ghosts, bogeys, witches, etc.
 - b. Remote or imaginary animals (lions, wolves, etc.).
 - c. The dark, being alone in the dark.
 - d. Strange persons; deformed persons.
 - e. Deaths, funerals, matters connected with the dead.
 - f. Failure, apprehension over personal inadequacies, personal appearance, ridicule.
 - g. Fear of meeting or performing before people.
 - h. Apprehension over possible punishment for misconduct, fears due to threats and warnings.

The Social Environment

In a school where the administrative attitude is one of democratic cooperation the individual classroom will be a part of a unified whole. It will function as a social community in itself, selecting its group undertakings, planning its daily activities, carrying out its plans and evaluating its successes. Yet it will be a part of the larger community of the school building or of the district. It will be aware of its responsibility for the organization and carrying out of activities which contribute to the group welfare. It will have representation in a guiding council, composed of pupils, teachers and administrative representatives, which deals with problems of group organization, welfare, safety, and recreation. Necessary routine, such as gymnasium and auditorium schedules, allocation of playground space and apparatus, rotation of visual education equipment, precaution for quiet in passing through halls, and other safeguards for group convenience and efficiency, will be worked out cooperatively, and conformity to such a routine will be accepted as a responsibility of social living.

Within the classroom itself personal problems of social relationship must be given first attention. Children must have help in the all-important process of getting along with people in daily face-to-face situations before they can take part successfully in wider social groups. The teacher, herself, must be a "friend," in whom each child feels full con-

fidence and security. She must treat each child as a "person" and accord him the respect and consideration with which she wishes him to treat others. She must play with the children and talk to them. She must be willing to explain why she does a certain thing, to acknowledge a mistake and apologize for it, and to take to herself no authority except when the group is not strong or wise enough to safeguard its own interests and those of the individuals composing it. When the teacher leads in harmonious relationships the social atmosphere becomes attuned to the same key.

Every child has certain personal needs in his social relationships. He needs to "belong" in the group; he needs satisfactory attainment to keep his self-confidence; he needs a certain prestige for some quality of special achievement; he needs self-reliance as a part of his security in the group's self-direction. Such needs must be met through thoughtful guidance of group activities. These must have sufficient range in difficulty to give the least able child a chance for successful achievement and to challenge the most able to full effort. They must have sufficient variety to give each child opportunity to excel through his own special talent or skill. They must be so organized as to provide each child experience in working with small and with larger groups. They must be flexible enough to develop children's self-control and self-reliance.

In addition to these personal-social relationships the child must gradually attain certain broad social concepts. He must gain a sense of the interdependence of individuals, of communities, of nations. He must become aware of the effect of natural environment upon social living, of man's adaptation to his environment, of his efforts to manipulate and control it. He must know something of the migration of peoples in search of improved conditions of living. He must appreciate the long history of the world's search for better ways of insuring man's freedom—the struggle for democracy.

The school is the appointed agency for the development of the child's social maturity, and it must utilize the superb potentialities provided by its own setting and organization to build a functional democratic social environment within which that development may take place.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. How does having a classroom "Club" develop children's social relationships?
2. Rate the following attitudes in the order of importance in the child's social development:
 - a. The attitude of inquiry.
 - b. The attitude of creative self-expression.
 - c. The attitude of respect for personality.
 - d. The attitude of responsibility.
 - e. The attitude of tolerance.

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- f. The attitude of working harmoniously with others.
 - g. The attitude of relying upon orderly methods for gaining social ends.
 - h. The attitude of respect for constituted authority.
 - i. The attitude of self-cultivation.
 - j. The attitude of open-mindedness.
3. What classroom activities could contribute directly to the development of the five you rated highest?
 4. In what ways do geography, history, and science contribute to the "broad social concepts" suggested?
 5. Discuss the following statement in the implications for classroom procedures: "The social studies program should be directed toward helping children to meet social situations more effectively."

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E. The Community and the School

The development of a curriculum which actually achieves the goal of "all-round growth of the child toward goals which are socially desirable" will involve changes in our conception of home-school-community relationships. This section will deal with points of view relating to: lay participation in curriculum building; use of community resources in the curriculum; community use of the school buildings; and practices relating to homework.

The various aspects of the problem of better home-school-community relationships will be shown to be interdependent, if not, in fact, inseparable.

Lay Participation in Curriculum Building

Administrators and teachers who fear the consequences of inviting lay participation may find comfort in the fact that in the Pennsylvania Study,* informed groups favoring changes outnumber the groups op-

*Mort, Paul R. and Cornell, Francis, *American Schools in Transition—A Study of Pennsylvania*. Bureau of Publications, Teachers College, Columbia University.

posing change. The study indicates further that an informed public would be more active and less likely to apply the "fads and frills" label to new developments.

There are a number of fruitful avenues which may be followed by the professional staff in enlisting lay participation. The teacher should become an active member of the community. Active membership in the community involves such things as: living in the community in which one teaches, inviting friends into one's home, accepting invitations to visit other homes, affiliating with community organizations, participating in the religious affairs of the community, contributing to the social activities, conducting parent education activities, initiating or participating in discussion groups. Such activities should do much to bridge the gap between school personnel and the community, but further steps must be taken. Parents and the lay public must come to accept some responsibility for the school program.

Representative parents and representatives of organized groups in the community may be invited to join a planning council which systematically studies community needs and the needs of children and proposes needed changes in programs or services.

In a number of communities the schools open gradually each fall with parent-teacher-pupil conferences extending over several days. The teachers discuss proposed activities and problems and parents contribute substantially from their intimate experience with home and community problems.

In other schools a continuing council of parents, teachers, and lay leaders reviews the school program throughout the year and provides community resources for enriching the program. The changes which are developed may then be given wide publicity in terms which parents generally will understand. The typical objections of parents may be voiced in open meeting and criticism may be forestalled.

Moreover, both teachers and parents must come to understand that parents bear the primary responsibility for the education of their children, not only during the pre-school years but throughout the entire school period. In matters of diet and health, language usage, and character development, the influence of parents is particularly important. Parents can provide guidance which supports rather than neutralizes the efforts of the school, if the purposes of the school program are understood.

As the elementary schools increasingly emphasize learnings and experiences which are derived from day-to-day living in the school, the home, and the community, the parents more and more control the conditions under which these activities and the desired behaviors are practiced. It is inconceivable that any school program directed toward improved living should be projected without proper provision for the intimate association with, and the cooperation of, the persons directly concerned.

It is important to emphasize that in all such community contacts as the above the program of the school should not be interrupted by well

meaning groups which seek to impose their own programs with little regard for the effect upon children. Clearcut policies covering the participation of community groups are necessary if we are to keep the responsibility for the total program of the school under the control of the school administrator and his board.

Use of Community Resources in the Curriculum

If there is any point on which most educators and lay readers can agree, it is that education is not limited to the classroom. However, many schools are still conducted as though no educational influences exist outside the classroom.

The function of education is to assist the individual in getting more power and better direction than he otherwise would have. But the individual must be directed toward an acceptance of values which human beings have come to cherish—peace, justice, the rule of law, cooperation, democracy, and similar ideals as expressed more recently in “The Four Freedoms.” When the values the school is sponsoring seem to be in conflict with the values supported by the surrounding community, the obligation of the school is to help the individual to understand and deal effectively with the social environment which may give rise to harmful experiences.

The school cannot, therefore, confine its activities within the four walls. It reaches out into the home and the community, drawing in parents and citizens; it goes out to the community to understand its institutions, its problems and its effects upon the developing needs of children; it helps children to deal with the experiences which are natural to children. The community as a whole has an important role as educator; for ultimately it is the community that shapes the experiences children have. The school very properly seeks consciously to utilize, and if possible to influence, other social agencies so that all contribute to the highest possible development of the individual.

The teacher must have a clear idea of the kinds of changes which may be expected in children as a result of community study. She should know what the resources of the community or area are and what the proper avenues of approach are to them. The teacher must be aware of community conditions and problems and must be interested in doing something to improve these conditions. Unless the teacher is both informed and interested the results may be merely more cold knowledge instead of such generally desired outcomes as: practice in acting on the basis of thinking; critical thinking about problems, concern for human welfare, growth in understanding of such basic concepts as “cooperation” and “interdependence” and practice in using skills in meaningful situations.

The community survey is regarded as a fruitful source of information and as an important step in curriculum building. Since the references listed in the bibliography include many practical suggestions, detailed accounts of procedure will be omitted from this section.

Many difficulties which now prevent wider use of community resources may be met if teachers will only use the human resources at

hand. For example, in some communities committees of teachers, parents, representatives of community organizations, and pupils have prepared lists of places to visit, days and time when visitors are welcome, persons to contact, speakers available on various subjects, exhibit materials obtainable without cost, and other services. The task of preparing this list may provide opportunities for wide reading, letter writing, interviews, field trips, map making, construction of file cases, and other activities which give meaning to the "skills" program. The use of a complete handbook of questions for interview and community investigation, such as Colcord's "Your Community" will provide materials and activities for Parent-Teacher groups, service clubs and for teachers on every grade level in the elementary school.

Community Use of School Buildings

As the schools serve a wider range of community needs they may thereby bring to the supporting public a clearer understanding of the objectives of the whole school program. They establish contacts, under favorable conditions, which may encourage many of the relationships basic to a good community school.

Every school building must be regarded as a potential neighborhood center, for the public school is a non-sectarian, non-partisan, non-exclusive institution which should be linked wherever needed with the life of all the people.

In some communities churches and other organizations have built gymnasiums for urgently needed recreational and social activities simply because school facilities were not made available. Even relatively small expenditures for light, fuel and supervision of such evening recreational and social programs in schools might prevent the diversion of much larger community funds into duplicating services. When the schools serve the whole community influential groups may be counted upon to support further increases in local expenditures for such purposes.

The social, as well as the educational, needs of communities are increasingly determining the character of the schoolhouses now appearing on architects' drawing boards. Before the long delayed construction or remodeling of school buildings begins, local educational leaders should plan for extensive adult use of the school plant in the afternoons and evenings and for other important community services which will demonstrate, convincingly, the need for a school plant designed on the basis of this broader concept of education. If school programs are not planned to meet emerging needs, community support for properly designed school plants may be withheld and ultimately other facilities outside of the school will be required.

Practices Relating to Home Work

In the opinion of many educators the changes here proposed in the elementary curriculum call for a revised homework program. The type of home work assigned is, in fact, a fairly clear indication of the philosophy of the school.

The controversy over the question of assigned homework for children in the elementary school has been going on for several decades. A number of research studies have been made in an effort to determine the gains or losses attributable to home study. The findings reported to date are conflicting and inconclusive.

A recent School Opinion Poll reported that "few schoolmen or parents favor daily homework assignments earlier than the fourth grade

From the fourth grade upward, both the superintendents and parents reporting favor a somewhat steady progression in the amount of homework."

We are concerned here, primarily, with home study as it affects the relationships between the home and the school, and as it takes into account individual needs and the home and community conditions with which we have been dealing.

Both those who favor and those who oppose formal home study assignments argue that better home and school relationships will be fostered. Some proponents of frequent and substantial assignments believe that the child may draw parental interest to what is going on at the school and that the parents may "revive a lost love of learning and follow through with their own children in many school subjects." It is contended that study at home prevents the child from engaging in undesirable activities on the streets, and that he will be more easily controlled by parents during adolescence if he has formed the habit of home study during earlier years.

The objections of parents and educators to home work are based on many grounds. It is said that: homework deprives a child of the rest, recreation, and home contacts which are essential to normal development; the practice of carrying heavy books to and from home is not conducive to healthful posture; conditions at home are often not conducive to good work or to the development of correct habits; pupils are tempted to ask for too much help from parents who do not understand the proper methods; pupils copy the work from other children; the amount of homework frequently depends upon the whims of the teacher and not upon the needs of the children.

The point of view expressed in this bulletin can lead to but one conclusion regarding the responsibility of the school—the school must plan a type of homework that will relate the child's out-of-school activities to the in-school activities, that will not interfere with the establishment of correct habits, that will utilize the many experiences in the home and community which can contribute most to the child's development, that will keep clearly before the parents the broader objectives of the elementary school program, that will meet the peculiar needs of individual children and take into account the conditions in individual homes and

School administrators and boards of school directors should secure copies of "Problems Confronting Boards of Education—A Manual for Community Participation in Educational Planning," The University of the State of New York, Department of Education, Albany, New York, 1944. The manual outlines specific procedures for identifying needs and planning community facilities as suggested above.

neighborhoods. These activities should be planned not only for out-of-school hours but for summer vacation periods, Saturdays, holidays, and for special occasions in the lives of children which may contribute to the child's development.

In the primary grades children learn word games which they can play at home; they can count objects, draw pictures, read to parents the materials already read at school, or review the number work already begun at school. In succeeding grades the teacher may suggest carefully selected supplementary books to be read, lists of things to observe, responsibilities to be accepted in the home or neighborhood, or appropriate movies to see during Saturdays or holidays.

As the child advances through the grades he can carry on more activities under his own power. Guidance in the daily regimen of living, in personal-social relationships and in civic responsibilities appropriate for children, should continue to be recognized as home activities for which the school expresses a concern. Continued emphasis upon the values which the school considers to be important, should do much to clarify the purposes of newer elementary school programs, enlist parent participation and establish more firmly the view that home, school and community are inseparable partners in the task of education.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. Lay Participation in Curriculum Building.

- a. What organized groups in your community could probably be enlisted in a cooperative program of curriculum revision?
- b. What difficulties do you anticipate if the suggestions made in this section were followed?
- c. Would it be wise for individual teachers to confer with parents regarding modifications in the school program where the school as a whole had not provided for lay participation?
- d. What are some of the first steps which probably should be taken in your community before lay participation is enlisted?

2. Use of Community Resources in the Curriculum.

- a. Describe conditions in your community during the past few years which have adversely affected the schools. Is it the business of the school to initiate action when such community conditions exist?
- b. Have serious school or community problems in your community ever led to more desirable home-school-community relations?
- c. Give examples of the use of community resources in the local school program. Have these activities ever led to difficulties which discouraged further effort?
- d. Outline some of the steps which could be taken now to survey and utilize community resources.

3. Community Use of School Buildings.

- a. Review the local policies relating to the use of school buildings after regular school hours by pupils, by groups in the community.

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b. Have any difficulties in past years led to present restrictions? Are these problems still present?

c. Should the lack of formal requests for the use of school facilities be interpreted to mean that these facilities are not needed?

d. What problems of present concern to your community might be solved through organized educational, recreational, or other programs for adults, adults and children?

e. How could funds be provided for the estimated cost of a program which utilized school facilities? Explore the possibility of using voluntary contributions.

f. Do facilities uneconomically duplicate each other in your community because the schools are not available? Are post-war building plans taking into account the broader educational objectives of your community?

4. Practices Relating to Homework.

a. Has the school explored the attitudes of parents regarding homework? Consider the possibility of using a survey form for parents such as Mort's "What Our Schools Should Do." See Bibliography.

b. What are the pro's and con's of assigned homework as viewed by teachers in your school?

c. Describe some newer types of homework which recognize the broader objectives of the school.

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Chapter IV

THE PROGRAM OF STUDIES

A. The Social Living Program

THE TERM, "Social Living," as used throughout this bulletin is a broad, inclusive term which includes all those experiences provided in the elementary school program for boys and girls which are designed to:

1. Help them adjust more perfectly to their age-mates, and as they later become adults bring them into more complete adjustment to the world of people.
2. Enable them to understand, appreciate, adjust to, and control the world of things which surround them in their natural and social environments.
3. Assist them to develop those concepts, ideas, and understandings which will: give an appreciation of our American heritage; create emotionalized attitudes toward our democratic way of life; and develop human relationships based upon the Christian precept of brotherly love.

In our modern, complex society, man lives in an environment composed of both people and things. He cannot live to himself alone. Efforts to live harmoniously with other groups of people, in the natural conditions surrounding them, constitute man's major problem of living. Adjustments even to the physical world are predominantly social in nature. It is, therefore, quite fitting to include in the Social Living Program those experiences which traditionally have been separated into the subject matter areas of the social studies (geography, history, civics, and the like), health, and science.

In a very real sense, the Social Living Program, as herein conceived, includes the very essence of education. It is the core of the school program. Even most of the basic tool skills are valuable only as a social medium. Language itself would be unnecessary, for example, were it not that man lives with other men. Then, of course, without language all those complex devices which have developed in man's attempt to adjust to and control the environment, which make the present day task of education so much more complicated, would have been impossible.

Purposes of the Social Living Program

The primary concern in the Social Living area is the development of those types of pupil behaviors, understandings, and appreciations which are essential for immediate, and later adult, adjustment to life, and the preservation and extension of our democratic way of life. The content of and appropriate methods in the Social Living area are determined by:

1. An analysis of the types of activities engaged in by people living in a democracy.
2. A discovery of the abilities, habits, traits of character and ways of behavior that are peculiarly demanded for successful citizenship in a democracy.
3. An interpretation of the values by our social order, and the problems citizens face in attempting to realize these values.

Our democratic society highly regards human personality. The uniqueness of individuals is recognized and fostered. This society is built on the principle that the individual's maximum development is related to the welfare of all; that the use of intelligence in the solution of personal and group problems of living is fundamental for successful living.

Our way of life is characterized by a fundamental concern for human welfare, cooperativeness, a willingness to base decisions on facts rather than preconceived notions or propaganda. It is based upon a realization that the values free men seek must be made possible everywhere in the world if they are to be preserved anywhere in the world: that the crucial problem of our age is the cooperative development and maintenance of an effective world order under law and that the best way to do this is to develop boys and girls who understand and can live peaceably with other people, both in their own communities and in the wider world community.

Since it is the point of view of this bulletin that education is concerned, primarily, with the development of personalities that are able to meet effectively the demands of our modern, complex, industrial society, it is imperative for educators to translate these demands into results in terms of understandings, attitudes, behaviors, habits, and abilities. We will have the basis for an effective curriculum in the Social Living area only when the emphasis is placed where it belongs—on the development of appropriate behaviors, rather than on the bare accumulation of certain bodies of subject matter, by teachers awake to their opportunities in and their responsibilities for providing experiences which cannot be gained from books alone.

The necessary careful analysis of these demands of society, and a more complete statement of the objectives of the Social Living Program, will be included in Bulletin 233B which will be the combined reports of study group reports as they are sent in from the various districts. It is appropriate here, however, to present a partial list of some of the demands of modern society in terms of behaviors and understandings, in order that teachers may have a basis for the selection of experimental units using these behaviors as objectives. It is hoped that the results of such experimentation will be reported to the Division of Elementary Education, Department of Public Instruction. Such reports will form a pool of resource materials for subsequent State bulletins.

BEHAVIORS NEEDED FOR EFFECTIVE CITIZENSHIP*

Understandings and Appreciations of:

How people live and work in a community, nation, and the world.

How natural conditions influence life.

How people adjust to, control, conserve, and improve the non-human resources.

How human resources are conserved—how life is perpetuated and preserved.

How the past influences the present, and how the present will influence the future.

The structure and functions of our government and its development.

The factors which necessitate world interdependence and world organization.

Diversity in economic, racial, and religious groups.

Abilities and Habits—Patterns of Behavior—Attitudes:

The ability to work in a group and achieve satisfaction in group situations, and to solve the problems which commonly arise in such groups.

Ability to use the scientific method in the solution of individual and group problems, both of an immediate and more remote nature. Making habitual the use of effective steps in problem solving—recognizing the problem, collecting and organizing pertinent data, arriving at tentative hypotheses on the basis of available data, and revising conclusions in the light of new data.

Ability to cope with the fact of change.

Ability to construct and read maps, graphs and charts.

Ability to read with ease and understanding.

The ability to work effectively with a minimum of supervision.

The ability to get along well with others.

The habit of being trustworthy and reliable.

The habit of assuming responsibility for carrying out the organized expression of democracy in the school and other organizations.

The habit of concentrating.

The habit of using the method of democracy discussion, decision of majority, orderly process in carrying out group wishes and gaining desired ends.

The habit of being courteous.

The habit of using dictionary, reference works and glossaries to discover precise meanings.

The habit of reading newspapers, magazines, and pamphlets to secure precise information concerning current problems.

* This list is not exhaustive. It is tentative and suggestive, both as to content and organization.

The habit of listening to radio programs to secure information.

The habit of drawing upon the basic ideals of American Democracy in judging whether or not a course of action is good.

The attitude of alertness and sensitivity in human relations. •

An attitude of respect for human personality.

An attitude of tolerance.

An attitude of love and appreciation for our democratic way of life.

The special task of the teacher in the Social Living area is to guide the selection of appropriate things to do and content with which to work so that the suggested understandings, habits, appreciations, and desired ways of behaving will be realized. In deciding whether or not a particular activity and study should be undertaken, the teacher should first answer the question, "How will this particular activity or block of subject matter promote the realization of the desired outcomes stated in terms of pupil behavior?"

Subject Matter Areas Involved in the Social Living Program

1. **The Social Studies.** Traditionally, in practice, this area has been confined largely to the accumulation of those historical knowledges which are related to the social processes of the past, and to the building of certain geographical concepts (geography). These areas of knowledge are important. We are not suggesting that they be neglected in the Social Living Program. But the practice of expecting knowledge of historical or geographical facts and concepts, in themselves, to constitute all of the socializing experiences recognized as having value by the school is wholly inadequate. Such practices may well be described as putting least things first and almost entirely neglecting, at least so far as any conscious effort is concerned, the really important values. The special task, then, is to put first things first—to develop a Social Living Program which makes a conscious effort to improve the child's behaviors in those social situations which are immediate to him, and to increase the child's understanding of immediate and more remote social processes. We are suggesting that a good program selects materials from these fields commonly called geography and history in terms of what they contribute to such desirable behaviors as were previously listed.

2. **Science.** We are further suggesting an expansion of the Social Living Program to include experiences designed to bring the child into closer harmony with natural forces, ordinarily called science and health. In dealing with these areas of experience, the program must be concerned not only with giving the child knowledges which are necessary to his understanding of and adjustment to the physical world, but it must be charged with a heavy responsibility of developing the inquiring attitude, the scientific spirit which discards prejudices, notions, and propaganda as suitable evidence for the solution of problems. No other organized subject matter field lends itself so well to this purpose as does science. The scientific spirit, and that method of reasoning are essential

to satisfactory solution of individual or group economic, family, religious, civic, health, and recreational problems. The organization suggested herein, with science as a part of the Social Living Program, contemplates a tremendous increase in science experiences in the elementary schools.

The Work Materials of the Social Living Program

If the subject matter areas suggested are to contribute to the desired behaviors previously discussed, a teacher must use rich and varied materials. The materials to be used, and how and when to use them, must be fully planned. Purchasing, storing, scheduling the use of equipment, all must be considered in a long-term plan. Perhaps it will take three years of careful budget-planning to accumulate an adequate working nucleus. Consideration should be given to newspapers, magazines, films, art supplies, construction supplies, radio programs and transcriptions, persons and places in the community, as well as to the careful selection of books. In addition to such materials, all classroom situations and experiences in home and community should be regarded as resources to be used in developing desired behaviors.

Characteristics of an Effective Method

Method is concerned with the development of those traits of character and behavior which are peculiarly demanded by our democratic social order. This means a problem-solving approach, using the organized fields of knowledge, whether it be history, geography, science or health, to find data for the solution of problems which are real at the present time. This is quite different from the commonly practiced approaches where facts are secured as if they were ends in themselves or with the idea that some time, some place in the future, the facts will be useful.

More experiences are provided in organized natural group living in the school environment. The important word in this sentence is "natural." It may be rightfully said that any classroom, even the most traditional, provides extensive experience in group living. Since the school-room itself, and all the classes in the school are social groups, this is certainly true. However, when we apply the criteria of natural group living, we get another picture. Where, in the organized activities of the typical school day in the traditional school do the pupils learn to live together, to give and take, to cooperate, to practice those habits necessary for living together democratically? Where do they get practice in planning, in judging, in taking responsibility, when all activities are assigned and evaluated by the teacher? Where do they get practice in making decisions, in problem solving, in developing the critical attitude? Where, for example, under the traditional page-by-page textbook method of teaching English, do the pupils get practice in effective communication of their ideas to others, or even in securing ideas from others, when the primary concern so frequently seems to be to learn that a particular word is a noun or an adjective, or when all written and oral communications coming from assigned sections of the book are

so remote from the interest, experiences, and present purposes of the child that he has no sense of real communication? How can pupils learn to communicate orally if they are placed in a situation where oral communication is not permitted?

In a school environment which is based on a philosophy of improving behaviors through natural group living, acquisition of facts is seen as a means to an end not as an end in itself. Pupils have an opportunity to participate in planning objectives and in determining what activities to use in order to reach the objectives. Opportunity is provided for effective practice in problem solving. Pupils share in the evaluation of outcomes. Materials are adapted to individual needs. There is ample opportunity for purposeful practice in the basic tool skills. A rich variety of learning experience is provided.

The experience unit procedure is a way of teaching that effectively meets these requirements of a desirable method. Just as the one-textbook, page-by-page method of teaching was appropriate as a method when education was thought of as being the accumulation of certain bodies of subject matter, the experience unit procedure is very well adapted to and quite consistent with the "growth" concept.

Critical thinking will disclose that the full realization of the desired outcomes of the Social Living area is very largely a matter of method. Such thinking will also reveal that the traditional one-textbook, question-and-answer procedure falls far short of reaching the desired outcomes. Consequently the use of the experience unit procedure is strongly recommended for all teaching in the Social Living area.

As the name implies, in this procedure, the experiences of pupils are emphasized. Since modification of behavior comes through experiences, this is sound. The stimulus for work comes from the everyday contacts of the child in his natural and group environment, and from a real need to solve the problems which arise through such contacts. A problem or project becomes the center of interest. Since the child helps to select the problem and to plan for its solution, the work is vital and important to him, and learning becomes more significant and permanent. Traditional subject field lines may be disregarded, with pupils looking everywhere that significant materials may be found to secure data for the solution of their problems.

The Development of an Experience Unit

Execution of an experience unit naturally involves selection, planning, guiding learning activities, and evaluating, although, in the actual execution of a unit these do not fall into distinct steps.

1. **Selecting the Unit.** The process of selecting a problem or unit which will be of interest to pupils, but which will offer rich opportunities for developing desired behaviors, is in itself of great educational value. The responsibility for selecting and developing units within the scope and sequence outlined in any county, city, or state program will always be with the classroom teacher since the background of pupils and

the varying resources of communities finally determine the character of the unit. Pupils should, however, participate in the selection of a unit, and many units will grow out of pupil suggestions, questions, and interests.

Criteria for Selection of a Unit of Experience

It is closely related to the life of the pupils and to the community.

It will offer pupils opportunity for planning together and for working cooperatively.

It will provide for both group and individual activities.

It will encourage development of desirable attitudes and habits of group behaviors.

It can be carried through to successful conclusion with the materials available or with materials which can be secured.

The teacher is sufficiently informed and prepared to guide the work with confidence.

The unit is appropriate to the needs, abilities, interests, and maturity level of the group.

NOTE: Such a unit will inevitably be rich in opportunities for wide reading, conversation and discussion, oral and written reports, the use of numbers and other skills in functional situations.

2. **Planning.** Planning involves (1) preliminary planning by the teacher, (2) cooperative initial planning by the pupils and teacher, and (3) extension and revision of plans during the progress of the unit.

a. **Preliminary Planning by the Teacher.** The value of the unit of experience is dependent upon certain preliminary planning and preparation by the teacher. The teacher should determine at least some of the problems, concerns, and interests of children, and the problems of society which make this area of experience important and fruitful.

Desired outcomes under such major headings as the following should be constantly kept in focus: functional knowledge and understandings; abilities and habits; attitudes and appreciations. It will help the teacher if she lists these, as she plans and replans, the unit.

Resources of materials, both within and without the school, should be studied, listed, and assembled. Possible pupil activities which are believed to be valuable in promoting the desired outcomes should be listed. All possible types of learning activities should be canvassed in this stage of planning, but no type of activity should be included which does not contribute to the desired outcomes. Some kinds of activities might be: preparation of individual or group reports, stories, charts; construction of models, of dioramas; scrapbooks; map construction; excursions; using various media in related art projects; dramatizations; research in libraries; interviews; writing poetry or prose; construction of time lines; assembling exhibits; preparation of assembly programs and many others.

Any activity that will promote the desired outcomes is worthy of use. Planning at this stage should include a survey of *all* possible types of learning activities, and should result in a listing of those believed to be most effective and those which are feasible in the local situation.

b. **Cooperative Initial Planning by Pupils and Teacher.** Since pupil experience in planning is a fundamental objective of our educational program, the foregoing planning by the teacher is preliminary to, but not a substitute for, pupil planning. Teacher preliminary planning is only minimum preparation so she may be adequately prepared to guide the activities of the pupils. The teacher's plan is a roadmap of possibilities, not a completed blueprint to be executed by the pupils. Rather, the pupils and the teacher should now engage in a cooperative exploring of the ideas involved in the unit, the teacher pointing out the big roads to explore, the kinds of activities which might be fruitful, and the general areas of subject matter which would be involved. Free discussion should suggest valuable leads as the pupils and teacher together attempt to think through and list what they want to discover, learn, appreciate, or understand; what habits and abilities they expect the unit to develop; and the activities that can be engaged in to bring about the desired outcomes. Here the teacher's preliminary survey of all possible types of learning activities should be valuable in suggesting possible things to do which would not, ordinarily, be thought of by the pupils. Questions such as the following should be answered at this stage: Will an excursion to secure first-hand information help? Can we make effective use of creative expression in art, music, the language arts or dramatic play? What investigation or research activities to secure facts will we need?

This is the time to decide on some individual or committee assignments, both short ones and some to be worked on for longer periods of time.

c. **Planning as the Unit Progresses.** Original plans for topics, sequence, and activities may be found inadequate as the unit progresses and replanning may be necessary. Planning with the whole group or with individuals or committees should continue throughout the unit. The amount of time to be spent on various parts of the unit, new activities to be started and perhaps the dropping of activities which have not proved themselves valuable, and summarizing activities will undoubtedly need to be considered as the unit progresses.

3. **Guiding Learning Activities.** During this time the teacher will give guidance where needed. She will make a special effort to provide reading and other materials related to the problem and suited to the varying reading levels of the pupils. She will hold such conferences with the pupils or committees as may be necessary. She will observe and make notations of the needs for individual or group instruction in the basic skills and will make provision for such basic or remedial instruction during the periods provided for those skills. If, for example, children wish to draw a map to scale and do not know the arithmetic in-

volved, that work may be planned for subsequent arithmetic classes, until the technique can be used.

The pupils will collect data necessary to the solution of the problems under discussion. They will read, make notes, discuss, observe, take trips, construct, write reports, make maps, murals or models, conduct interviews, and do any activity which will help provide necessary experience or information.

From time to time the whole group will be brought together to share experiences; to collectively arrive at the solution of problems. The child who has been working individually, or the committee that has had special tasks to perform will present its findings and report to the whole group. When the findings of individuals or committees are thus brought together, the facts necessary for the solution of the problem become available. Each child will feel himself to have played an important part in the solution of the problem. The teacher during such a period will constantly be alert to opportunities for reenforcing learnings so that every child in the group will become responsible for certain basic understandings and facts which emerge.

If the learnings involved in a unit are to be tied together, unified in the minds of the pupils, it will be necessary to plan during the progress of the unit for some way in which to culminate the unit. Sometimes the materials and learnings involved can be reviewed, reevaluated, and reemphasized by such culminating activities as an exhibit, a play, puppet show, broadcast or movie, or holding an open house for parents. The objective of the culminating activity will be to summarize, clarify, and reevaluate learnings of the entire unit.

4. **Evaluation.** Evaluation should occur throughout the unit. Especially should it occur during periods when pupils are sharing experiences. The evaluation should be done as a group activity, with both pupils and teacher participating. Are the desired outcomes being realized? This, of course, makes it necessary that the pupils themselves knew when they started what outcomes they were working toward. If not, what can be done differently? What desirable changes in attitudes are being promoted? What habits are being developed? What are the best things we are getting out of the unit? What could we have done better? These and other similar questions can be answered as evaluation goes on. Tests, either written or oral, individual or group, may be used from time to time to discover certain outcomes, although marks should not be assigned solely on the result of a subject matter test. Practice in evaluation is an important educative experience and the pupils should not be denied participating in such an experience.

It should be remembered, also, that while the socializing unit program is primarily intended to help pupils solve their personal and social problems and adjust to natural phenomena and community life and problems, it will, at the same time, provide the starting point for much purposeful practice in the development of the basic tool skills, in language arts, in aesthetic expression, and in number experiences.

The proposed elementary school program, it will be observed, does provide for the systematic development of the basic skills. Even the suggested daily schedule, presented in Chapter V, makes provision for such systematic instruction. However, we must not lose sight of the opportunities for the use of basic tool skills through integration in the Social Living Units. The alert teacher will utilize all such opportunities. By so doing, pupils will read with a definite purpose to find out what they need to know; they will learn number skills for the same reason; they will write reports about something that is real and has a meaning for them; they will learn to write letters motivated by real situations; they will receive practice in oral reading with expression and consciousness of meaning because they will have a natural situation—a sense of communication which comes from a knowledge that the group is listening to a new contribution. This purposeful integrated practice in the tool skills is most desirable, and should be utilized whenever possible.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. Teachers are concerned with all types of problems from the best age level at which to introduce topics to the orientation of teachers and citizens to newer psychologies. Collect and classify the problems in this field which the teachers in your district or county see as urgent and important. Plan your study work and your committee productions to help solve these problems.

2. "A study of the pressures on pupils' time. This study ought to play directly into the larger understanding of how children grow by focusing attention upon the many agencies which compete for the growing child's time. Specifically, it might reveal healthier ways of utilizing the working day, elimination of some competing agencies, more effective social participation for the over-loaded pupil, for those not now participating in socializing experiences outside the classroom, and the like." *

3. Some problems studied by local groups have been listed below. Do any of these suggest a possible way to organize yourselves for study?

How to develop active citizenship through pupil participation.

How to develop self-responsibility for self-improvement.

How to conduct activity periods.

How to make the best use of community resources.

Establishment of a system for circulation of teaching aids.

What are the basic geographical concepts, facts and generalizations needed for understanding and interpreting one's world?

What are the basic historical concepts and facts and generalizations needed for understanding and interpreting one's world?

* American Council on Education Report on Teacher Education in Service.

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What are the basic scientific concepts, facts and generalizations needed for understanding and interpreting one's world?

4. Select, with your class, a unit which seems to have chances for success. Consider both your human and material resources. Develop this unit, following the suggestions given in this chapter. Record the actual learning experience of the children as the unit develops. Report the unit to your local production committee for evaluation and editing.

5. Collect, rate, and organize the general aims for elementary education in Pennsylvania.

6. As a member of a subject-area committee, collect, define, rate, and organize its specific aims, in line with the general objectives, for each age group.

7. Develop illustrative and type lessons for experimental purposes.

8. Teachers may wish to try units of work, using behavior objectives, using blocks of information in the areas of history, geography, and science separately, or they may prefer an experimental unit which is more widely inclusive. Some teachers prefer to combine certain geography and history topics with science. Some prefer to run two units concurrently. Some prefer to run one unit using longer periods and a fewer number of weeks, alternating the topics so that the emphasis during the year as a whole is well balanced between the various fields.

9. Study and evaluate the "Tentative Chart Showing the Scope and Sequence of a Social Studies Program" which may be obtained free from the Department of Public Instruction, Harrisburg. Develop a chart to include science, geography, history, and needed units in special problems, such as nutrition or conservation. In developing such a chart, consider such problems as squaring your objectives with your content; determining which areas of human experience should weave through the whole sequence; how to manage as to time. Some consideration should be given to a plan which allows two units to run concurrently, and a plan which will alternate types of units, using longer daily periods.

10. Examine the Study Guides and Unit Organizations of at least two or three of the late editions of children's encyclopedias. Examine their helps for teachers. Are their organizations suggestive of units with which to experiment profitably? Evaluate their schemes of organization in terms of the needs of the children in your schools.

11. Select a list of outstanding textbooks and reference materials for specific reading levels around various topics.

12. Agree on certain "behaviors" and attempt to list with the children things that they can do in their current unit to promote those behaviors.

13. Check present and needed "behaviors."

14. Analyze and list the types of activities engaged in by people living in a democracy. For example: Protect individuals through courts, system of private ownership; support fire companies; have health regulations; build and maintain highways, water and sewer systems; belong to civic and service organizations; vote, and so on. How do you tie the understanding of these problems into your curriculum?

15. List and attempt to evaluate the abilities, habits, traits of character and ways of behavior peculiarly essential to successful living in a democracy. For example: Ability to choose right people for right jobs; habit of participating in activities undertaken for good of the whole group, and the like. How are you making provision for learning through practice?

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B. The Physical Well-Being of the Child

It is important that all health teaching be built on the philosophy that health is a way of living—mentally, emotionally, socially, and physically. The objective should not be just good health, but the most vital and best health possible for each child.

Health is broader than the course of study in health education or the curriculum of the school. It extends to the building, equipment, administration, to the health services and to the entire health of the child. The responsibility of the school officials, therefore, is tremendous. Health education more than any other subject, should be integrated into every phase of school living.

Health education may be considered as the sum of all experiences, within and outside the school, which affect habits and attitudes relating to individual and community health. Since good conduct is the desired end, knowledges are a means to an end and should be assimilated as often as possible from the experiences out of which they arise and to which they are to be applied. Due consideration must be given to the significance of the conditions of the environment, of the health services, and of the instruction in health education and physical education. Physical education is that part of health education which is achieved through big muscle activity.

A desirable program for physical well-being will provide for :

1. Good light, heat, ventilation, seats, cleanliness, and all other proper classroom needs.
2. Clean and adequate toilets with convenient paper towels, soap, and water.
3. Health room with provision for first aid and rest.
4. Careful arrangement of the school day: Study periods vs. play, sedentary vs. active, short periods vs. long lunch, recreation, homework.
5. A healthy emotional school atmosphere.
6. Adequate school-day lunches.
7. The early discovery and correction of remediable physical defects.
8. Control of communicable diseases through immunization, inspection, and quarantine.
9. Proper medical referrals of children with undue emotional problems.

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10. Continual teacher adjustment to the limitations of the individual pupil in the classroom.
11. Study of facts as needed for healthful living.
12. Adequate safety skills and first aid.
13. School practice of individual health habits appropriate to school life.
14. Development of a repertoire of recreational activities and desirable recreational habits.
15. Activities for more healthful living involving harmonious and intelligent cooperation with the community.
16. The constant reevaluation of results.

The child should not be given material that is beyond his ability to understand thoroughly and to use. No material should be given that cannot be justified as contributing to pupil or community health or as essential in understanding the health and growth process. Good health is a positive, dynamic thing and most of our effort should be devoted to encouraging and assisting children to secure and maintain health. The war has emphasized the importance of preventive health education: Be well, and stay well. Study first the importance for the healthy child of keeping fit.

It has become increasingly necessary in the maintenance of the physical, mental, and emotional health of the child to cooperate very closely with the various social and health services of the community. Work in this area cannot be left to the parents, school nurse, counselor, or principal of the school alone. It is the responsibility of every teacher to know fully the resources of the community that may be available to help meet the needs of children.

There are many services in many communities that are not fully used because no one takes the initiative in seeing that these services are made available to children who need them. A teacher who sees children daily, even with a minimum amount of professional skill, frequently can make sure that the children's health needs are met. Arrangement may be made to visit the dental clinic, the child guidance clinic, various welfare agencies, the private physician, or dentist. Conferences with parents about unsatisfactory emotional and physical conditions are frequently fruitful. This is particularly true when the teacher follows through until the conditions noted are corrected.

The comprehensive school medical examination provided by the School Health Law of 1945 and the examinations given pupils by qualified home physicians can be used by the teacher to help the children to a clear understanding of health problems of many types: cleanliness, nutrition, communicable disease, etc. Food and food habits are a part of the problem of fatigue, under and overweight, and malnutrition. Eye difficulties show the need for eye hygiene. Decayed teeth bring up the problems of food and cleanliness as well as dental hygiene.

Many children suffer from lack of adequate, nourishing food. For these children a well-balanced nutritious lunch program is of great value. The lunch program for the children should be an integral part of the school curriculum. Schools have a major responsibility in helping parents and children not only to know food values but to encourage them more and more to use those foods which contribute most to health.

Physical Activities

The events of the last few years have focused our attention as never before on the body as the basis for physical, mental, and emotional health. Physical education is an essential part of the total process of education. Through the medium of bodily activity the physical, mental, emotional, and social aspects of life are fostered and developed.

Physical education is not an end in itself but is one of the means by which the important objectives of education are attained. This part of the school curriculum cannot be left to chance or handled incidentally. Skills in physical education must be developed with the same painstaking practice that is required in building skills in reading, arithmetic, or learning to play the piano.

It is clear, then, that the hit or miss pattern is unsatisfactory for wholesome physical growth. Unsupervised play, sitting "tall," random slipshod movements of arms, legs, and trunk are not the kind of program designed to develop bodily strength and vigor progressively and purposefully as should be done through the school.

Physical education should be a definite part of the school curriculum and has certain specific functions. It should provide all children, in a suitable environment, big muscle activities which, while having as their primary aim the development of organic power and neuro-muscular efficiency, are inherently interesting and satisfying in themselves.

Physical education also should provide many types of activity which, under wise guidance, will favor the social development of the child into a worthy member of our democracy. The physical training of German youth of the past generation, directed toward world destruction, brings forcibly before us the tremendous need for the right type of social growth.

In today's world, too, physical education should lead to the acquisition of interests, habits, and skills which contribute to the worthy use of leisure and satisfactory recreation.

The physical education program must be so organized that its aims and outcomes harmonize and contribute to the broader aims of education in general. Education of the "whole child" implies that the physical, mental, and emotional life of the child shall be proportionately emphasized.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. What are the pros and cons of compulsory military training as stated by the national leaders in periodicals in the spring of 1945?

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2. What is the new School Health Law of 1945? Why is it such an improvement over previous state-wide practice?

3. Read Dr. Fenton's* plan for the concentrated school consideration of children with serious problems. Does this plan help you to organize help for similar children in your own community?

4. List all your failures this year to make desirable health changes in your school, classroom, children. Make a second list of all the health agencies which are available in your community and school. Let the study group then enter into a critical discussion of ways and means.

5. Ask the adviser in special education and the adviser in school nursing, Department of Public Instruction, Harrisburg, or your local special education supervisor or nurse, to visit your group to discuss State-approved procedures of physical examinations and the ways in which the classroom teacher helps and profits audiometer, vision testing, chest X-rays, etc.

6. How much consideration is now given to follow-up of physical examinations?

7. In what way is your promotion philosophy related to an adequate physical education program? To the problem of mental hygiene?

8. What is the nutrition status of the children in your school? Can better food habits be formed through school services or changed methods of how they are learned? Study hot lunch possibilities.

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Others:

C. Developing a Skills Program Which Will Contribute to Well-Rounded Growth and Adjustment

Present Need for Skills

In this bulletin when we speak of skills we mean all those things we do in life that improve as there is opportunity to practice them. These include, for example, skills that result in acceptable social living, in good mental and physical health, and in the "3 R's" which are necessary for adequate communication and understanding of the world about us.

Skill in itself has no value unless it is developed so that it is meaningful in real situations. There is an inherent weakness in a school program in which the "skills" are considered as an end and unrelated "drill" the exclusive method.

More and more today schools must focus attention on all the skills which contribute to effective living. Schools of the past have given altogether too little attention to skills other than the "3 R's" and those needed for preparation for the work of the higher schools. As time and attention must, of course, be given directly to practicing over and over the elements of the skills needed in the "3 R's," so, too, the school day must afford both time and opportunity for children to practice and perfect the skills of social living as well as to develop fully those skills that have to do with the building of sound bodies and sound minds. In all of these skills, correct practice is a necessity.

Skills are a vital part of the classroom program but are so interwoven with every activity that they cannot readily be considered apart. This does not imply that periods of drill are not needed. They are. Many of the activities in which the child engages do not allow the amount of attention to the various skills required to assure mastery. This is true of all the skills. Time during the school day must be set apart for drill.

Sometimes in developing many skills we save time by waiting. Comparatively recent studies show that learning takes place most economically and with less unhappy effects to the developing personality when the child is sufficiently mature physically, mentally, and emotionally for that learning. There is a tendency to underestimate the difficulty of many skills that have to be gained. Adults forget how complicated and hard they may seem to children. It takes time to get to the point where it is safe to begin the learning of many skills. When children reach the point of readiness for skill building, drill becomes the natural result of the children's own demand for help.

The day is past when every first grade teacher plunges feverishly into the first reader, starts the child off with his addition combinations and writing. Such definite factors as a wealth of experience, good health, good sight and hearing, good oral vocabulary, ability to organize ideas and express them in sentence form, social adjustment, emotional stability, and intellectual curiosity contribute to the condition of readiness to

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read, for example. Readiness is needed as well for arithmetic and other skill subjects.

We no longer expect all children to be working at the same speed and achieving the same results, but rather we expect each child to show satisfactory growth in terms of his own abilities, by making the environment as rich and conducive to learning as possible. As teachers, we guide children through learning experiences and measure success in terms of how much growth has taken place.

Retention is good when interest is present and the new knowledge is put to use. Countless times the need for reading, writing, and figuring grows naturally out of the lives of the children. As children recognize for themselves the desirability of developing these abilities, attention is given to them until finally skill appears that is useful in furthering worthy purposes. There is always an inter-play between the development of skills and the use of those skills. This need for skills comes up again and again in a variety of classroom situations. It is a specific need and demands attention. The drill work necessary in the development of skill must be so used that the children not only see and feel the advantage of possessing the skill, but feel the urge to develop it. They do not see this all at once, but sooner or later, when properly taught, children come to see the desirability of building in those subjects for which they have need.

The teacher must be sensitive to all possibilities afforded the children for the use of skills once they have been acquired and should help in the easy transfer of the acquired skills from one bit of subject matter to another. The child gradually develops for himself the ability to use the acquired skills in different situations.

1. **The Language Arts.** The natural interest in reading and writing resides almost wholly in the thought behind the words. Skills are tools. The child does not want simply to collect them; they are without value except as the child also knows how and when and where to use them. This highlights the error in beginning reading with the study of the alphabet, or beginning spelling by learning the letters in words for which children have felt no need. When teachers think of the development of skill rather than the child's interest in getting or expressing thoughts, she robs reading or language work of its interest for the pupil. As a result, the pupil learns neither economically nor efficiently. Even the poor learning that results is of less consequence than the unhappiness and frustration of both pupil and teacher.

This is especially evident in reading, though its evils are probably more devastating in written expression. It is difficult to estimate how much of the ability of people to express themselves with satisfaction throughout life is lost through this anxiety of the teacher for the early development of meaningless skills. Needs for reading and writing arise constantly in the normal adjustment of children to each other and to the world about them.

When reading and writing are closely related to the daily experiences and needs of the child, the social stimulation of those who are learning and communicating with him has much to do with the speed and efficiency with which this learning is acquired. There are many factors in learning to read, but one of the most important is the interest of the child in the thing that he reads. This lends purpose and drive to the acquisition of skill. The importance of this cannot be overemphasized. Children who learn to read through the interest drive from within are apt to hurdle many of the difficulties encountered, and develop skill with comparative ease. They become independent readers and use fully the skills that they acquire. Those who acquire skill only through monotonous forced drills seldom are able or desire to use those skills to advantage.

The teacher must be a thorough student of the mechanics of reading. She should be familiar with the many studies that have been of great value in establishing techniques but should learn to use them deftly in the development of skill, remembering always that the heart of reading is meaning. The child's desire to understand his world, to communicate with others, to give and to receive is basic to his feeling of the need for certain skills.

Writing, too, is an art and cannot be forced. The possibility of developing fine written expression can be easily destroyed by too early and too strenuous attention to the exact form of the letters, to slant, spacing, punctuation, and the like. Not that these things are unimportant. They are important and attention to them will yield big dividends. But the main idea is communication. When the child writes, we are desirous that he have something to say that is of interest to himself and others. No amount of technical perfection of letter formation will take the place of having something worth saying. The clarity of his thought and the richness of his experience is of greatest importance. His handwriting is merely the vehicle by which he preserves or transmits that thought.

Effective skills in speaking are a most necessary part of elementary school learning. Learning to speak in a clear and pleasing voice, adjusted to the situation, the size of room, and the audience, is a natural responsibility of the school. Consideration must be given to such items as voice quality, modulation, inflection, pronunciation, enunciation, breathing, and breath control.

In oral expression we can expect the elementary school program to help the child to share an increasingly rich experience with others; to take part in discussions and conversations; to adequately meet impromptu situations involving the use of oral expression; to organize reports of materials read; to tell stories in simple, direct, and interesting manner; to speak fluently, with poise, using correct forms of speech.

2. Arithmetic. Arithmetic is a social subject. It is a way of thinking, recording, comparing, evaluating, and measuring quantitative relationships. When it is considered only as a matter of skill, it becomes cold and abstract computation and is relegated to an area of more or

less meaningless manipulation. The meaning of arithmetic grows out of the life situations in which number plays a part. We have moved from teaching it simply as a skill for its own sake to the need for numbers in understanding our world. In elementary schools, only recently, have we begun to consider it as intimately related to art, to music, to the sciences, to history, to geography, and to all other child learnings. In teaching, each additional skill that the child acquires is one that meets a need for him, and he presses forward. The child learns because he sees the ends that learning serves.

Since a problem is only a problem when it is truly identified with the learner, teachers of all grades should use the experiences of their children as a basis for these problems that occur in their outside life and those of the adult life around them. Emphasis in arithmetic should be placed on problems that arise in the classroom, in the school, and in the life of the child. There is no shortage of worthwhile experiences in the life of the child which establish the need for the understanding of number. His practical and recreational needs provide a rich source for the development of simple quantitative concepts. Textbooks may be useful in supplementing real life situations.

In learning number the first steps are best taken by the child with little guidance and instruction. This early practical experiencing with number in life situations will lead pupils not only to have more interest in the subject, but also to realize its importance. It takes children a long while to get to the place where it is safe to begin formal arithmetic. Studies of the relationship between mental age and the use of the various arithmetical processes show that our former courses of study began many topics too soon in our schools. Efforts to teach arithmetic should not go beyond what the pupil can understand. Some topics must be postponed until pupils become intellectually more mature.

Unit learning lends itself well to number experience that is meaningful. Making change, planning the size of a house, weighing and measuring, reading the calendar, keeping class records, and countless other opportunities aid us in developing quantitative thinking. The utilization of these opportunities means that the child learns to handle number concepts as they are used in everyday experience.

Regular time for drill needs to be set apart by the class so that children can give strict attention to number processes. It cannot be too greatly stressed, however, that drill work that does not stem directly from the need for number in social situations is at best of questionable value and in many cases positively harmful to the development of the child. Making the approach through specific needs and making it slowly enough to assure real readiness helps children to succeed in building needed skills without too great strain.

Caswell closes a very illuminating discussion of the skills with the following statement: "In practice, modern schools have developed a good balance between the teaching of skills in general situations of use and the teaching through direct practice. Few have even approached the extreme theoretical positions occasionally stated, which would appear to

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neglect skills almost altogether as an aspect of education. Without any doubt, modern practice has advanced greatly over older procedures."

A course of study arranged in sequential and parallel skills appears to be most fruitful of results. In using such a course of study, grouping children within classroom groups makes it possible for every child to take next steps only when preceding steps have been really assimilated.

3. Skills of Social Living. Just as the skills in the language arts and arithmetic are functional as they are learned through repeated meaningful use, so the skills involved in living in groups are learned through opportunities to use repeatedly those skills with satisfaction. Habitual courtesy is a skill that must be built up through understanding and practice. Habitual cooperativeness and responsible behavior are learned by practicing such behavior over and over in the types of situations that arise naturally at the various maturity levels. It should be remembered, too, that behaviors are "caught" as well as "taught" and the situation created by a teacher who is herself strong in these skills of living is, of course, the most fruitful of situations.

This is a group of skills which must be kept in mind every day, all day. There is no one type of situation which calls for courtesy, cooperativeness, whole-heartedness, willingness to assume responsibility, and the many other skills of living. One uses the kind of courtesy called for by a situation and learns habitual courtesy through constant practice in many kinds of situation. These skills need to be more clearly defined so that the curriculum can make adequate provision for them.

4. Skills of the Body. This is a problem which should be the focus of attention of many study groups. In Chapter III, a discussion of children's physical needs pointed to the obligation of all teachers and administrators to understand those needs. Skillful uses, for example, of hands and arms and feet require training. Some of the richest opportunities to practice these skills occur at times other than that set aside for particular attention to health and physical education. The day is full of opportunities to practice sitting correctly, standing correctly, bending and lifting correctly, using large muscles and increasing skill in use of small muscles. One is skillful in the care of the body when one habitually washes hands before eating, consistently keeps the hair and teeth and skin clean and healthy. It's a skill to wash and clothe and manage the body properly. No amount of talk, alone, will engender that skill. The curriculum must set up adequate opportunities for practicing in all those things which can be done feasibly in school.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. What does research say about the best placement of arithmetic topics?

2. In this chapter a course of study arranged in "sequential and parallel skills" is recommended. What are the threads which must run parallel through the learning of arithmetic from earliest to most ad-

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vanced instruction? What are the most desirable sequences of these threads as they parallel each other?

3. Check your present and future plans for teaching in the content fields (geography, history, natural science, literature, health, and so on) for (1) opportunities to motivate needed drill in skills, and (2) opportunities for making meaningful use of skills learned.

4. Evaluate every activity and every period of each child's day in terms of such things as: (1) his opportunities to express himself orally about subjects meaningful to him, in a planned or extemporaneous fashion; (2) his opportunities to have a real audience situation in reading. What are the necessary elements in a real audience situation?

5. Should papers done in a penmanship class, or samples of typical handwriting in any real writing situation, be the basis of assigning a mark to a pupil?

6. Should a pupil be accounted a good speller if he cannot spell what he needs to write, even though he always writes his spelling list correctly?

7. What does research say about the relation of attention spans and length and frequency of drill periods?

8. What reading materials have been developed that are of particular interest to children of varied communities, of varied social and economic backgrounds, of varied mental abilities?

9. How would you compare the importance of oral speech with that of written for elementary school children?

10. What kinds of direct experiences underlie the pupils' interest in the language arts?

11. What place in the school day should be given to the development of skills needed in the language arts?

12. How much direct experience do your children have with topics and ideas rated important in their books? How is the school's responsibility toward this met?

13. How much and what kind of arithmetic do children really need? Has the quality or quantity of this need changed in the past decade?

14. In the light of modern research, what are the best means of achieving mastery in spelling, in arithmetic facts, in correct usage of language?

15. What shall be the basis of evaluating one's command of skills?

16. What kind of course of study will be most helpful to teachers?

17. How can your district best solve the problem of children now educationally retarded in reading? Those who have less reading ability than their classmates, but who are mentally rather than educationally retarded?

18. What are the best local solutions to the problems of an adequate supply of supplementary reading material and an interesting library?

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Others:

D. Developing Personal Tastes and Abilities

When the elementary school has helped the child to live happily and successfully in his social group; when it has fostered his physical well-being, helped him develop the skills necessary for well-rounded continuing growth and development, and contributed appropriately to his understanding of the world in which he lives, it might be assumed that its task is done. And this is probably true, if each of these areas of the school's responsibility is interpreted broadly enough.

But there is a phase of need and growth which requires direct consideration. This is the need of every person to discover those things from the doing or experiencing of which he gets personal joy and satisfaction, and to develop the skills and refinements of taste which make possible increasingly rich experience in these fields. This need must be fulfilled differently for different people. Many opportunities for fulfillment will come, of course, through types of experiences suggested in the four preceding chapters. Others will come through specially planned experiences in literature, music, rhythmic expression, and the graphic arts.

Literature

Teachers frequently ask, "How can I get children to read the books they should read?" This question suggests further questions which must be answered in deciding what literature to teach and how to teach it: Do we know what books a particular child should read? Are there

certain books, stories, and poems which are a minimum essential that *all* children should experience? To what extent should the child's experiences with literature depend upon his own ability to read?

It is a matter of common observation that children come to school with widely differing experiences with literature, as with other aspects of our culture. Some children, on first entering school may be familiar with a few nursery rhymes, and simple songs and stories. Some will also have had, from their earliest memories, access to well-selected books and perhaps a story-hour at bedtime. And some will come with an almost complete lack of experience with what we usually think of as literature of early childhood. As children grow older, the differences in what their homes contribute to enjoyment of and familiarity with literature becomes even greater.

1. What Literature Shall We Teach? Even a cursory review of the literary experiences and tastes of her children will suggest to the teacher two general principles: first, that a variety of materials must be used if the literature taught is to meet the needs of children with such wide variations in interests and experiences; and second, that children must experience literature in other ways, in addition to reading for themselves. This is particularly true for young children who have not yet mastered reading as a tool, but it continues to be true for older children as well.

Having recognized that children differ in their interests and immediate needs, in literature as in other fields, we must also recognize that they have many common interests and that considerable knowledge is available of what these interests are at various stages of child growth. It is suggested that teachers, individually or through literature committees or curriculum groups, consult some of the excellent studies made by people who have devoted much time and effort to discovering what literature children really like and need.* Their suggestions as to the picture books, the realistic stories and fanciful tales, the poetry, rhyme, and verse which they generally enjoy can be easily adapted to the needs and interests of a particular group of children.

2. Is There a Basic Core of Literature Which All Children Should Experience? In the early days of our public schools, literature was only an incidental part of the curriculum, being limited largely to the content of the readers used. As a broader range of literature came to seem important, school officials frequently set up required lists of poems, stories or books to be used, thus making sure that some literature was taught, and also giving the impression that there were certain literary selections of such value that all children must know them. Often selections were chosen which later experience has shown to be of doubtful value, or at least not of first importance for children.

In deciding whether to use a particular poem or study which has come to be regarded as a "classic," it is important to recall why such basic lists were developed and to realize that even the person who made them did not expect them to insure a wholly adequate literature pro-

* A list of helpful references and collections is given at the end of this chapter.

gram. Therefore, we may well begin our planning for children's experiences with literature by assuming that no *one* literary selection is essential for all children, though many of them may like it. Rather, we must provide many experiences with a wide variety of literature, within the broad limits of suitability to the age and general interests of these particular children, thus enabling all children to find their own interests.

3. Shall We Require the Memorization of Poetry? Enjoyment and appreciation cannot be forced. For a child the memorization of a particular poem, or prose selection, for that matter, is just a task to be done. When he has completed it he may be able to repeat the selection satisfactorily, but he also may have failed really to enjoy or appreciate it, or he may actively dislike it. Required memorization may, and often does result in complete failure in helping children discover and develop their own personal tastes and abilities for purposes of enjoyment and enrichment.

However, children do and undoubtedly should memorize a great deal of poetry where they have rich opportunities to hear and enjoy it. They want to hear their favorites read or recited over and over again, and soon they know them, too. But not all children will learn the same poems. They will learn them because they enjoy them and want to know them, not because they were required to do so. For one child the discovery of one poem that he wants to make his very own may be a great enriching experience. Another child may come to know dozens of them.

4. What About Book Reports? Much that was said about poetry also applies to this question. But this is an added matter to consider. Why have we asked for book reports? Sometimes we have done so because we saw this as a way of letting children share and give expression to their enjoyment of the books they had read. Sometimes we used it as a way of interesting other children in these books. But very often we have required book reports because we felt we must check up on whether or not the books had actually been read or on how well they were read. In other words, we felt we must try to measure what a child had accomplished so that we could credit it exactly in the bookkeeping system of our records and reports.

It is fallacious to think this can be done. Again we must remind ourselves that something so intangible as taste and enjoyment and appreciation cannot be exactly measured. And our effort to measure it may make us, and the child, satisfied with the form rather than the substance of enjoyment of good books. Personal differences make evaluation of growth particularly difficult. A sixth grade boy who has participated with great ability and enthusiasm in vigorous sports, but who must now, for reasons of health, forego such activities, finally discovers a book that he really enjoys, and then goes on to others. A girl in the same class reads many more books, of a kind that we have usually labeled "better literature." Who is to say which has gained most or grown most?

5. What Shall We Do About "Comics"? There is much concern over the alleged harm that comes from too much reading of the comics. How justified is this concern? What can we do about it? Our concern centers around two possibilities: first, that the comics themselves have an undesirable effect upon the child's social, moral, or emotional development, and second, that the child will depend too greatly on this way of "reading" and will fail to develop necessary "real" reading abilities.

Undoubtedly this whole matter needs continuing study, but there are some observations which may help us to make a wise decision about what to do. For one thing, the great absorption with comics seems to come at a fairly constant age level. In earlier years it is a less absorbing interest, and for most children it returns to this status. This suggests that certain comics have a special appeal to the child's interest in adventure and his tendency toward hero-worship. The problem, therefore, becomes one of helping children to develop standards by which they themselves can distinguish between what is sound and unsound. The use of the comic form to present real hero tales from world history and literature is one way in which we are helped to do this. But direct help in deciding what is good can and should be given.

We also must realize that the child finds value of some sort in stories presented in picture form. Can we find ways of making other things that he reads more vivid for him, not only through the use of visual and auditory mediums, but also by allowing and helping him to make ideas through dramatization and the graphic arts?

One further observation should be made in considering an individual child's use of the comics, the child's total experience with literature. If the comics are his only source of enjoyment of literature, we are sending him from the elementary school poor indeed in his resources. But if this is but one of many forms of literature which he experiences and the others are, for him, wholesome and satisfying, his total opportunity for growth cannot be too seriously warped.

6. How Shall We Teach Literature to Children of Limited Reading Ability? We expect very young children to have their experiences with literature by listening to it read or told and reacting to the telling rather than by reading it for themselves. So we include a story time in our plans for the school day and plan regularly to share with the children their much-loved familiar stories and poems and to introduce to them a variety of new ones. We know that appreciation and enjoyment are seldom wholly passive, so we give them opportunities to talk about the stories, to help in telling them, to play them out in informal dramatizations. And we know that seeing also helps so we let children see and handle and go back, time and again, to the books from which certain stories are read.

Of course, we want children eventually to be able to enjoy poetry and stories by reading them for themselves. But this is for some children a far goal; to force them to depend wholly on themselves too soon is to shut them off from the very experiences which can develop and

extend interests and tastes. Therefore, the methods of the early years must be extended into the later elementary years, with adaptations made to the children's greater maturity. They still need to hear poetry read, to hear stories told, to handle and enjoy well-illustrated books. They need to give expression to their enjoyment by sharing it with others through simple dramatizations or by simply talking about what has pleased them to another child or a group. But in these years instead of depending wholly on the teacher there will be some children who at times can read the poems or tell the stories in the teacher's place. And the ways of giving expression to what is read or listened to will be more mature in form and in standards of quality.

7. What Kind of Classroom Setting Is Needed? It must be clear that the most important elements in a good literature program are the children and the teacher and the relationships between and among them. A teacher who herself knows and enjoys a fund of good children's literature, who is sensitive to children's needs and reactions, and who can listen appreciatively to what is important to a child, is an essential part of a good literature program. Teachers who feel that they have insufficient background can expand and enrich their own experiences with children's literature, and should make every effort to do so.

While the personal contribution of the teacher is of first importance, there are other more tangible provisions which help in the development of desirable experiences with literature. One of these—the provision of time on the daily schedule—has already been implied. Not that a literature class must be held at the same time every day. A more flexible arrangement is often more desirable. But time definitely must be planned for experiences in this field as in the others.

Another provision of importance is concerned with having and suitably using classroom space. Space and equipment for informal grouping makes possible a more favorable setting for the story hour than do fixed rows of desks with the teacher standing formally in front. Even simple dramatizations require some free space, and rhythmic expression demands more, while the classroom must surely provide the equipment and materials for expressing ideas with crayons, paints or other graphic media. The development of a library or reading corner to which children may go to browse and read comfortably, or to share a book or story with another, is one more means of making enjoyment a natural accompaniment of books and literature.

8. How Can We Find Time for Literature in the Small Rural School? Though some farm children come from homes that are culturally rich in the literature that is our common inheritance, many of them have had few and poor opportunities. And most rural communities must still look to the school as their chief source of books and literature. Then, too, the pleasure which comes from acquaintance with poetry and story is an important enrichment of life on the farm. Therefore, the need for literature in the rural school is very great. Yet in the one- or two-teacher school, time seems so limited that the teacher is tempted to forego literature for "the really important things."

It is imperative, therefore, to get clear in our minds just what are the really important things. And there can be no doubt that the discovery and development of the child's inherent yearning for beauty and self-expression is as important to his development as a well-adjusted person as anything the school does. Literature, along with music and the graphic arts, is an essential part of the curriculum, and provision must be made for it in every school.

But, how? If necessary, by giving a little less time to other things. Beginning children, for example, may have greater need of literature than of formal arithmetic. And literature can be related to much that is done in other classes. In the one-room school it is not necessary to have a separate class for each grade. Two, or at most three, groups could be used, and often the whole school could share in common experiences. The practice followed by many teachers in former years of reading a story serially during opening exercise period was an instance of this, though often the story was one which appealed more to the tastes of the older children than of the younger, and a program in which children participated more actively would have been preferable.

Music and the Rhythmic and Graphic Arts

The purpose of this section is not to give a technical discussion of how to teach music and art, but to present a viewpoint concerning their contribution to the total life of the child, particularly in meeting his need for self-discovery and self-realization.

1. The Arts Are for Everyone. Far too many children have grown up in this country with a wistful regret that they could not sing or draw or paint, but with a resigned belief that such fulfillment was only for the talented few. How wrong they were! And how tragic that they should have gone through the six or eight years of a public elementary school and not discovered the real truth that almost everyone can experience music, and the other arts in one way or another, with real satisfaction to himself. High levels of creative art may be for the few, but deeply satisfying experiences may be and are shared by the many.

A rapidly increasing proportion of all elementary schools are now making some definite provision for the teaching of music and art, so that gradually all children are coming to have some opportunities in these fields. Our concern is that these opportunities be of a kind that contribute wholesomely and genuinely to the development of children's personal tastes and abilities.

2. What Music Shall We Teach? Much that was said concerning what literature to teach applies equally to music. For in this area, also, children bring to school widely varying experience background, as well as differences in inherent ability. Here, too, we should expect wide variations in need and interest along with certain common interests and capacities which help to determine the general type of music to be used with a particular group of children. In music, as in literature, we

will expect some children to prefer certain songs or types of song which will have no particular appeal to others. Some children will find their chief expression through singing, others through playing some instrument or through the rhythm of movement and others through receptive listening. Many, of course, will enjoy all these forms of expression. Some will be intrigued by the science of sound which underlies music and will want to explore this aspect of it. Obviously music, too, must offer richly varied experiences.

Teachers must always be concerned to know how much of the technical language of music to teach in the elementary school, and how early to begin it. Those who are sensitive to children's over-all needs will be wary of introducing such formal learnings before they are usable as tools to further growth. For they will realize that too much emphasis too soon on technical aspects of music may shut off or seriously retard development of the real joy in singing, playing, dancing, or listening which is the real reason for including music in the curriculum.

3. What Art Shall We Teach? Children begin very early to give graphic expression to their ideas and imaginings. This is evident from the scribbling, drawing, and construction activities normal young children engage in if they have access to even the simplest and crudest materials. The responsibility of the elementary school is to help the child to develop, refine, and use this interest in satisfying ways. How can we best do this? Two or three generalizations are appropriate.

First of all, these abilities are developed only by using them at the level which is natural to the child at the time. Teachers sometimes feel more comfortable, in their concern with what adults will think, if their classrooms are adorned with carefully child-produced copies of an adult-designed picture or paper cutting. But this type of activity is not really self-expression for the child, nor does it contribute significantly to his growth. What the child needs is much opportunity to make his own drawings, paintings, constructions, clay modelings, and the like, in terms of things which interest him personally, and with help in perfecting techniques as and when he needs such help.

A second point follows: The child needs help in perfecting techniques, but this help should be given when he has sensed his need or can recognize it, not at some fixed and arbitrary time in the year's or week's schedule. Interests and experience, stimulated by the teacher may bring many children to the same need at approximately the same time, but some members of a class may not be able to use it to advantage at that time. Definite time must be allowed from time to time for the development of these skills.

A third point seems obvious. Much of the child's use of art expression will be made in relation to whatever interests and stimulates him in his total life in and out of school. If the work of the school in science, literature, the social studies or other fields, fails to grip his interest, what he does when he is free to express his real interests will reflect almost wholly his life and interests outside of school. His artistic expressions may, therefore, help the teacher to know his real interests and relate the work of the school to them.

Hobbies, Small-Group Interests, Clubs and Assemblies

Since there is such wide potential variation in what children may find to do that gives them personal satisfaction and emotional release, the school must find many ways of providing opportunity for the discovery and use of these interests and capacities. Much of this can and must be done through the way in which the work of the various classes is carried on. But other provisions can be made which enrich still more the opportunities offered. Among these a most fruitful one is the encouragement of individual hobbies or small-group interests.

The teacher of a one-room school with a very large enrollment sponsored such an undertaking successfully. Since the room was crowded and the schedule heavy, they chose to give expression to their hobbies one year through the development of scrapbooks. One boy who was particularly interested in maps undertook to discover a wide variety of uses of maps and collected or developed maps to illustrate each of these. An older girl applied her knowledge of color and design to the planning of her personal wardrobe. The hobbies followed were quite varied and evidently satisfying. The teacher kept in touch with what each child was doing, expressing interest and offering guidance when it was needed, but letting each hobby remain the personal interest and responsibility of the individual child. Small-group interests are much like individual hobbies, except that two or three may share in a common undertaking. For example, two boys in a small rural school were greatly interested in making model airplanes, so they joined forces, planning and carrying on their work cooperatively.

Of course, hobbies and small group interests do not develop spontaneously, unless the school has given children a feeling that such activities will be looked on with favor, and unless suitable space, time, and materials to work with are available. However, where really worthwhile activities of a varied nature are going on, and where teacher and children together are planning ways of meeting common needs, space and time can usually be planned for, and the materials found if they are reasonably available.

Some out-of-class activities will be of such general interest that all children will want to share in them. In such cases the development of a club or clubs may lead to further opportunities for growth along lines which give opportunity for personal satisfaction. In one fifth grade, for example, interest in paper dolls had been quite general among the girls, but they were groping for a more mature expression of it. So they organized a paper-doll club and emphasized the designing of clothes. At the same time the boys organized an aviation club.

Clubs, together with student-planned assemblies, offer an opportunity to share personal interests and accomplishments with others, as well as a chance to appreciate and enjoy the achievements of others. For some children, the chief interest may be in helping to plan and organize the clubs and assembly and club programs. For others, the sharing of their personal interests and talents will be foremost in importance. Teachers will want to plan with children so that the satisfaction they

get from these undertakings is the inner satisfaction that comes from knowing they have done well something that was close and personal to them—not the “show-off” kind of recognition that comes from entertainments which exploit children.

Measuring Achievement

We need to remind ourselves of one final point—none of the achievements in this phase of the school’s program can ever be measured and recorded exactly. For one thing, we can know only in a general way, by signs here and there, just how much a child has grown through literature, art, or music. And, even if this knowledge were quite accurate, we would still be unable to say exactly how important such growth was, in terms of this child’s particular need.

So if we must go on giving “A’s” and “B’s” in literature, music, and art, let us not forget that the part we can and do measure very probably is not the important part at all. And it may be that by our insistence on measuring this tangible, less vital part, we prevent the fullest development of the growth that really matters.

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

LITERATURE

1. How can you so arrange the day, that the children can find more time for literature than you can?
2. What literature should children in your district know? How, when, and where should this be presented to them? What are the teacher’s duties in this whole program?
3. Study children’s books, prose, and poetry. Make your own scrap-book of things to share with the children.
4. Collect pictures from magazines and other sources which will vividly illustrate poems. Mount them so that they are a contribution to appreciation of beauty.
5. Get acquainted with choral reading. It is not difficult and helps greatly in enjoyment of literature. It is also a very effective help in correct speech.

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MUSIC AND THE RHYTHMIC AND GRAPHIC ARTS

1. Analyze the subject matter in your social studies and science courses for (1) motivation of music, and (2) opportunities to enrich those subjects by music. For example: A study of our West or the cattle industry naturally leads to enjoyment of cowboy songs. A study

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of colonial times naturally leads to a study of the harpsichord and spinet and the music loved in those times.

2. Study the possibilities of music through use of the radio, phonograph, rhythm band, or toy orchestra. This involves both children and the local school board, perhaps your PTA, in a consideration of ways and means.

3. Study the opportunities of including some stories about music in your supplementary reading program.

4. Is there any way in which the school can influence the caliber of radio programs chosen for entertainment at home?

5. All primary teachers are familiar with the idea of reading readiness. We realize, for example, that children must have speaking vocabularies, an interest in books and stories, as well as maturity of the senses before they can have success in reading. Apply this same idea to readiness for reading music—the formal parts of music. How will this affect what you teach, when and how you teach it?

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Pitts, Lilla Belle. *The Music Curriculum in a Changing World*. Silver Burdett. 1944. \$2.20.

Woelfel, Norman and Tyler, I. Keith. *Radio and the School*. World Book Co. 1945. \$2.12.

Wright, Frances. *Elementary School Music*. Carl Fischer, Inc., 56 Cooper Square, New York 3, New York. 1939. \$2.50.

Others:

ART

1. Analyze the subject matter in your social studies and science courses for (1) motivation of appreciation and interest in form and line and color, and (2) opportunities to enrich those subjects through the use of art techniques. For example: The study of geography needs maps, and map drawing can be color art at its best. These fields are also rich in "picture stories" concerned with the dress, customs, and occupations of the people. The desire to make those pictures leads to the need for knowing how to control foreground and background, how to draw figures in motion, and so on.

2. Study the possibilities of increasing art appreciation through the activities involved in your natural science program.

3. Analyze your classroom as an example of living art. Is it as beautiful as you and the children can make it? Are the principles of art carried out in your picture hanging, in the arrangement of your bulletin board?

4. Study the possibilities of including some stories about art in your supplementary reading program.

5. Is there any way in which the school can influence the quality of art in the selection of whatever purchases children make now and will make later as adults?

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How the experiences of art may be carried on successfully with all school subjects.

Ziegfeld, Edwin and Smith, M. E. *Art for Daily Living*. University of Minnesota Press. 1944. \$5.00, the set including publications Numbers 5 to 9 which are units. The Owatonna Art Education Project.

Others:

HOBBIES, SMALL-GROUP INTERESTS, CLUBS AND ASSEMBLIES

1. How can an adequate program of clubs, hobby groups and assemblies help attain the objectives in good oral English?

2. What opportunities could these activities make for having pupils assume responsibility for pupil-planning and pupil-evaluating?

3. What could these activities contribute to a cumulative program of knowing about the aims and history of democracy?

4. What kinds of motivation for what kinds of pupil interests and out-of-school activities could be fostered through provision for these activities in school?

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Sentinel Books, 112 East 19th Street, New York. Leisure League Publications.

Inventory Tests

Baker, Harry J. *Self-Analysis Inventory*. Public School Publishing Co., Bloomington, Ill. 10 cents a copy, \$8.00 per 100 copies. Examiner's Handbook, 15 cents. Record chart, 2 cents.

Link, Corby, Bennett, Anderson and Roslow. *Inventory of Activities and Interests*. Psychological Corporation, 522 Fifth Avenue, New York.

A one-sheet inventory, one side for boys and young men (10 to 20 years), the other for girls and young women. Practically no writing is required. These cover games, practice group activities, hobbies, and studies are useful for surveying kinds of clubs or hobby groups to initiate.

Others :

Chapter V

ADMINISTRATIVE ORGANIZATION TO IMPLEMENT THE GROWTH PHILOSOPHY

THIS CHAPTER directs attention to the changes in administrative procedures that appear to be necessary in order to make an actuality in practice of the growth concept of education. Administrative practices relative to promotions, classification of pupils, grouping for home room and instructional purposes, marking, evaluating progress, practices relating to first grade entrance, reporting to parents and scheduling the school day are all profoundly affected when a school actually attempts to implement the growth concept.

A. Criteria for School Organization

1. Every child can progress to an extent commensurate with his ability.
2. Every child can have the stimulus of success.
3. Every child can move through the school grouped with pupils of his own chronological age and social maturity for the major portion of his school activities. At the same time, some provision can be made for contacts with pupils of different ages through whole-school, large-group activities.
4. Every child's progress is evaluated on the basis of his total growth over any given period, taking into account his level of achievement at the beginning of the period as well as at the end, and then measuring his progress in relation to his ability, not in relation to the growth of other pupils in his group.
5. Every child is sufficiently mature to profit from typical first year school experiences before being permitted to leave the kindergarten, or to enter upon a formal first grade program.
6. Every child can have relatively continuous progress from one level to a higher level whenever his development exceeds that of the majority of his classmates without skipping essentials, undue repeating, or unnecessary delay or sharp breaks in his modes of behavior.
7. Every child can have sufficient time to give continuous attention to an activity as long as it is vital to him.
8. Every child can have the benefits of staying with the same teacher sufficiently long to enable that teacher to gain an intimate knowledge of the child's interests, needs, backgrounds of experience and abilities.

B. Administrative Policies to Be Formulated by Local Districts for Themselves

1. A continuous progress promotion procedure.
2. Pupils classified into groups according to chronological ages and social maturity, with provision for flexible grouping within the group for basic skill development.
3. Controls over admission of children into the first year school situations.
4. Basis of evaluating child progress with a consistent marking system.
5. A report to parents that reflects the aims of the school and is consistent with the continuous progress theory of promotions.
6. A flexible daily schedule which provides from one-fourth to one-half of the school day to be devoted to the area of Social Living, using a teaching procedure that makes possible pupil participation in planning, in executing, and in evaluating; that provides for a greater variety of learning activities than commonly found with the traditional one-textbook method of teaching.
7. A testing program and record keeping system that will enable every teacher to know her pupils.
8. Teacher assignment policies that enable the teacher to remain with the same group of pupils for an optimum length of time.

C. Recommended Policies for Promotions

1. **Continuous Progress Theory.** This theory of promotions is most consistent with the facts of child development. It is, therefore, recommended here as the policy for the schools of the Commonwealth of Pennsylvania.

Child progress throughout the school should be continuous with no skipping or repetition of work. This idea is quite separate from the idea of skipping or repeating a grade placement. In applying this principle, each child must be considered as a unique personality. "Find out on what level of development the child now is and give him experiences on that level," is the basic idea in this kind of teaching. This means that the first task of every teacher, when starting with a new group in September, is to find out what the present achievement level of the child is, what his present purposes are and what his ability and rate of learning are. Then, and only then, is the teacher in a position to prescribe educational experiences that will promote maximum child growth. This means in reading, for example, that a teacher will not hesitate to give instruction on any level that best fits individual pupils or small groups within her class. It means that a room with only materials of one grade of difficulty is not acceptable.

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Fixed annual and semi-annual promotions are artificial grade hurdles. It is recommended that the six-year elementary school be divided into two divisions, called the early elementary division, which will include pupils in the first three years of school (traditionally called Grades 1, 2, 3), and the later elementary division or intermediate division, which will include pupils in the next three years (ordinarily called Grades 4, 5, 6). The terms "first grade," "second grade," "third grade," etc., are not used. Instead first year, second year, third year, etc., are substituted for necessary designations of groups.

The question of formal promotions at specified intervals then arises only twice during the elementary school period, at the end of each three years. Advancement from one level of achievement to another occurs at any time the child is ready, rather than at fixed annual or semi-annual periods, although changes in home room assignments might be at fixed annual periods. Teachers, pupils, parents and administrators eliminate so far as possible from their thoughts, actions and vocabularies all questions of promotions or non-promotion during the time the child is progressing through the early elementary or the later elementary division, as the case may be. At the end of three years in either of these divisions, pupils falling within the normal ability range will, in most cases, be sent into the next division of the school. The slow learning child may be required to remain a maximum of one more year in either division, provided the results of careful evaluation indicate that the individual child's total welfare will be best served by keeping him in that division for another year.

Enrichment rather than acceleration is recommended as a general policy for children of high ability. Where adequate enrichment is impossible, however, a pupil may be permitted to move through a three-year division in a minimum of two years; but only after careful study including an individual study of mental ability and the recommendation of a psychologist and the approval of the supervising principal and county or district superintendent. Teachers in the early elementary division may profitably continue with the same group of children for two or three years. By doing this a teacher is better able to know her pupils, their home situations, their parents, and the community.

This organization makes a well-planned reporting system imperative. Emphasis on growth makes an objective system of measuring growth imperative.

Necessary homeroom assignments and grouping for integrating social living experiences through unit activities are made on the basis of chronological ages, regardless of achievement in relation to so-called grade standards. A further refinement of this grouping may be on the basis of social maturity after sufficient time to enable careful study of each child. For instruction in the basic tool skills pupils are grouped within the group according to similarity of need, deficiencies, or achievement level attained. In the early elementary division any type of grouping for developing skill in the tool subjects which brings children from several rooms is not recommended. All instruction, except possibly some

in special fields like art or music, is done by the room teacher. This same type of grouping also will be used quite extensively in the later elementary division. However, in this division some grouping which cuts across grade lines may be used effectively if teachers set up a cooperative plan for a period reserved in the daily schedule for systematic instruction in reading. Such grouping on the basis of similarity of achievement or deficiencies which cuts across traditional grade lines is especially recommended for one-room schools and may be practiced effectively in larger schools. This question of grouping is discussed more completely on pages 91-94.

2. Advantages of the Continuous Progress Theory of Promotions. It is consistent with the growth concept of education. The grade-standard theory of promotion which currently is quite prevalent is not consistent with this concept. The growth concept sets as the goal for each child the maximum growth commensurate with that child's ability. Since it is recognized that differences do prevail among children, that no two children start their learning at any given time at exactly the same level, it is felt that any predetermined grade standards of achievement equally applicable to all children are impossible. No matter where the standard is set, it will be beyond the level of achievement of some pupils, and much too low to produce maximum stimulation for other pupils. The growth concept as well as the ideal of democracy in education requires adjustment of standards to the child, while the grade-standard theory requires child adjustment to the standards.

The continuous progress theory of promotion makes it possible for every child to succeed within the limits of his capacity. Failure, as commonly understood, is eliminated to a large degree. The emphasis is on growth, individual growth commensurate with ability average, low or high. When teachers are relieved of pressure occasioned by rigid grade-standard requirements of getting the child through a certain number of pages or books, a situation favorable to learning is created. Failure to apply the principle of readiness, with the resulting pressure on the child to do something for which he is not yet ready, frequently results in untold harm to the child, just as failure to allow a child to do work for which he is ready is harmful. Bad attitudes toward school, a permanent dislike for reading, emotional tensions, even behavior problems may be created in this way.

3. School Marks. Failure for those pupils who have not been working up to capacity, or who have been irregular in attendance, or who have improper attitudes toward the school may be perfectly justified, and probably may do good. However, under the grade-standard theory of promotions, these are not usually the pupils who are held back. Rather it is most frequently those pupils who do not have a high degree of academic intelligence but whose progress, considered in the light of their ability, often has been most creditable. When pupils' marks are distributed on the basis of reaching some standard which has been set for pupils of average ability, or when the marks and subsequent promotions are determined on the basis of a comparison

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with other pupils in the group, such pupils are doomed to failure, and nothing but failure. Doubtless any normal person can stand some failure. In some cases it may even do good. However, no person is capable of withstanding repeated failure, and nothing but failure, without dire results in total personality development. When a child is doing the best of which he is capable, it is extremely cruel to stigmatize him as a failure. Nothing succeeds like success. It is a basic human personality need. Nothing leads to discouragement and resulting maladjustment and warped personalities like repeated failure, particularly when one has done as well as he is capable of doing.

The continuous progress theory with its related change in the marking system will encourage better teaching. When teachers no longer have the big stick of fear of failure to hold over the pupils as a substitution for real motivation, they will be forced upon their own devices to make the work more interesting and vital. A happy day it will be, indeed, for the pupils when teachers really make an effort to motivate the child's work through helping them to find purposes resident in the activity itself, rather than depending almost exclusively upon externally imposed devices such as marks, fear of failure, promotions, and the like.

The continuous progress theory, with its related change in the marking system will be beneficial to the pupils. It will remove the creation of artificial feelings of superiority and inferiority. Extreme feelings of superiority are a detriment to social and occupational success. In the same manner, inferiority feelings, often created by marking and promotion procedures which are based upon comparison of one pupil with another, make an individual incapable of doing his best in any situation. Neither glorification nor abasement are characteristic of wholesome personality development. No school system can afford to permit procedures to exist that tend to produce such feelings. Pupils also will greatly benefit through having materials and procedures better adjusted to individual pupil needs, interests, purposes, abilities, and rates of learning. Such adjustment is an essential aspect of the continuous progress theory. The same educational prescription for all pupils without taking into account varying abilities cannot be expected to produce optimum learning any more than giving the same medicine to all patients by a physician regardless of type of ailment can be expected to produce maximum cures. In addition, such adjustment should go a long way toward removing emotional tensions, much pupil maladjustment and many behavior problems. In the long run, it should have a desirable effect on delinquency and crime.

D. Curriculum Adjustments Through Grouping of Pupils

The most essential factor in the successful operation of the continuous progress theory of promotions is careful adjustment of materials, experiences and procedures to fit the needs, abilities, and purposes of the pupils. Such adjustment is essential not only for the successful operation of the promotion plan, but is the very essence of good teaching.

1. Grouping in the Skills Program. The first step in teaching under this concept is to know the child. This means that before an attempt is made to teach, it is necessary to find out what level a child has reached in his development with respect to the mastery of the particular skill. The good teacher will make use of all available devices which will aid in securing this knowledge of the child. Effective devices for this purpose are objective standardized tests, score sheets, teacher-devised informal tests, measures of mental ability, interest inventories, library records, anecdotal records, types of reading and play activities, pupil autobiographies, home visits, using children's language activities as a means of discovering interest, as discussed in Chapter II.

After the present achievement level of the child is discovered, the second step is to adapt instruction and materials to fit the discovered factors. This involves some form of grouping pupils with similar achievement levels. Grouping within the group, as illustrated by common practice in the teaching of reading in the early elementary school which frequently has three or more reading groups in operation in a typical grade group, is a most desirable procedure and should be widely practiced at all elementary levels.

In the teaching of reading in the later elementary division any group of children with similar chronological ages will likely have a range of reading ability covering three or four grades. In addition to grouping within the group as recommended in the preceding paragraph, a recommended procedure for one- and two-room schools, which may also be used effectively in schools with several rooms, is to use the whole division (years 4-6) as the unit for grouping. All pupils in the division are surveyed and classified for systematic reading instruction purposes, rather than just those of a particular year or room. All those pupils with approximately the same general achievement level in reading, regardless of room assignment, are grouped together for the period in the school day reserved for systematic basal reading instruction. Materials corresponding to the group levels of achievement are then used. Traditional grade lines are disregarded, thus, for example, one reading group receiving instruction on the level of difficulty of the fourth year may be made up of fourth, fifth, and even sixth year pupils.

Another method of classification for curriculum adjustment in the basic tool skills may be grouping according to deficiencies or needs, instead of according to general achievement levels. Here again the procedure as indicated in the preceding paragraph will be used. All pupils in the room, group, or the whole later elementary division are surveyed with some evaluating device, either teacher devised or standardized, preferably diagnostic in nature. Then all those pupils, for example, who show they need more instruction in phonetics or vocabulary, or in comprehension are put together in one group for a sufficient period of time to remove the deficiency through special instruction.

A procedure in grouping for basic tool skill development which cuts across traditional grade lines is particularly desirable in one- and two-room schools where it may be accomplished without difficulty.

It should be emphasized that any type of grouping which brings pupils from other rooms than their own is not recommended for the early elementary division. Also the proposed type of grouping for the later elementary division, which cuts across grade lines and brings pupils possibly from several rooms, is suggested only for that period in the school day especially devoted to systematic reading instruction. It must be remembered also that any type of grouping, either on the basis of general achievement or on the basis of deficiencies, whether confined within the room or bringing pupils together from several rooms, must be very flexible. Groups will be changed as frequently as needed. A pupil may even be a member of several groups at the same time. Also as indicated in the next section, the classification of pupils for socializing experience will be solely on the basis of chronological ages and social maturity.

2. Grouping in Fields Other Than the Skills. For those necessary socializing experiences designed to help pupils understand and appreciate, adjust to, participate in, and improve the world of people and things which surround them, which traditionally have been called the areas of social studies, health, science, and personal enjoyment, pupils are most effectively classified into groups according to chronological age and social maturity.

In school systems with several rooms, chronological ages may serve as the basis of initial assignments into rooms. Then the room becomes the unit for the majority of social living experiences. In guiding child experiences in this area, the procedure which we believe will result in maximum improved pupil behavior in social situations is the experience unit procedure. This procedure is outlined in some detail in Chapter IV of this bulletin.

During the progress of the activities of a unit not all pupils will be doing the same thing at the same time. Rather the very nature of the experience unit procedure demands differentiated assignments. This teaching procedure, therefore, possibly provides the most effective means of adjusting materials to suit achievement levels, pupil purposes, abilities, and rate of learning. Pupils with third year reading achievement levels can be given material related to the center of interest of third year difficulty. Those pupils with eighth school year reading ability can be expected to use materials also related to the center of interest which are of about eighth year difficulty. Pupils with special abilities can be given an opportunity to make maximum contribution to the group. In this way, that favorable situation is secured where pupils are reading materials sufficiently difficult to challenge them, but not too difficult to discourage effort and progress. At the same time, each child, regardless of his achievement level in relation to others in his group, can have the satisfaction of knowing that he is making a worthwhile contribution to the attainment of group-planned objectives.

It is evident from the preceding paragraph that the social living program of unit activities can and should contribute many opportunities for effective practice in the basic tool skill development program. In fact,

much learning of tool subject skills can be best secured when the pupil need for that skill grows out of the experience unit.

In one-room schools, it is recommended that all pupils in the early elementary division (six- to nine-year-old pupils) be grouped together for the social living activities. Similarly, the later elementary division should serve as the basis of grouping, with all children in this division using the same unit topic as the core of their social living experiences. In two-room schools, which ordinarily would have pupils of grades 1-3 in one room and pupils of grades 4-6 in another room, the room should serve as the unit for grouping for the social living program. This means that a teacher in a two-room school will find it necessary to have only one unit in progress at a time. Teachers in one-room schools will at times find it possible to group all children in the room for whole-room socializing activities. However, more frequently, it will be necessary to have two units in progress, one for pupils in the early elementary division, and one for those in the later elementary division. In those one-room schools with all eight years, the school also may be divided into two groups for these types of experience, or three groups may be found most feasible.

E. Practices Relating to Entrance of Children in the First Grade

The successful application of procedures recommended in this chapter relative to promotions, classification for instructional purposes, marking, and reporting is conditioned to a very great degree upon having, in the entering first-year group, only pupils who are sufficiently mature, both mentally and physically, to profit from typical first-year school experiences. Obviously, uncontrolled admission of beginners under the provisions of existing laws (Sections 1403 and 1414, 1941 School Laws of Pennsylvania) which permit any child becoming six years of age before the first day of February to enter school in September, will not produce this desired condition. Some method of determining the child's physical, social, mental, and emotional fitness to engage in typical first-year experiences must be set up with provision for postponing entrance of all immature children, or postponement of the admission of those who have already entered.

1. Pre-School Clinics. Pre-school clinics should be set up wherever feasible. School administrators should cooperate with and stimulate community organizations in planning and developing such clinics. In addition to a thorough physical examination by competent physicians and dentists, a telebinocular test of vision and an audiometric test of hearing as well as a screening group mental maturity test should be administered by the Supervisor of Special Education or school psychologist, assisted by school and State nurses. All children screened out by the screening test as being mentally immature should then be given an individual mental ability test by qualified psychologists. With few exceptions, those having a mental age of less than five years should be

required to postpone entrance into the first grade. They shall either remain at home, or enter kindergarten. The establishment of a kindergarten should be well considered under the present provisions for State reimbursement. Whether or not the child can be admitted the next year without further examination will depend upon the findings and recommendations of the psychologist. A follow-up program to secure the correction of remedial physical defects by family physicians or in clinic is most essential. Parental cooperation must be secured for this purpose.

2. Where a Pre-School Clinic Is Not Possible. Pre-school clinics of the type mentioned above may not be possible in all districts. Also, it is unlikely that all entering children will be present at the pre-school clinic when held. It is essential, therefore, as the second aspect of the plan for controlling admission of beginners that school administrators and school boards make provision for:

Administering screening tests of mental ability early in the school year to all first-year children not tested in pre-school clinics. This should be done not later than the third week of school.

Individual examination by a qualified school psychologist of all children screened out by the group test as being mentally retarded or superior, as well as those who appear to have unusual emotional handicaps.

Postponement of admission of all children with mental ages of less than five years in accordance with the regulations adopted by the State Council of Education. Whether or not the child should be admitted at the end of the period of postponement should be determined by the psychologist.

Adjustment of the first-year curriculum to provide for the needs of the non-reading child, to make possible development of readiness before beginning formal instruction and to more nearly meet the needs of that group of children with mental ages between five and six years of age.

3. Expenses Involved in Testing. Securing funds to provide the necessary tests not only for screening purposes, but also to assist the teacher in knowing the child, is a problem, especially in the rural areas. This problem can be met in two ways; first, legislation may be secured which would require school districts under the jurisdiction of the county superintendent to include in their annual budget a certain sum per pupil to be paid to the treasurer of the county board of education, such money to be used for the purchasing of necessary testing supplies for the county superintendent's office, including the work of the supervisor of special education. Such legislation was recommended by the Committee on Special Education of the Post-War Planning Committee of the State Council of Education in their report of 1944.* This, of course, is more

* Bulletin II. Report of the Committee Appointed by the Post-War Planning Committee of the State Council of Education, Harrisburg, Department of Public Instruction, 1944. Page 57; see also the report of the Committee on Pre-School Education. Ibid. pp. 1-21.

practical and efficient than any type of voluntary contribution. However, until such legislation is enacted into law, county school offices should initiate a program to secure the financial assistance of the boards of education for this purpose. School boards will, in most cases, willingly cooperate and assist, providing the need is clearly shown and the program is made understandable to them.

F. Evaluating Progress, Marks, Reports to Parents

1. **The Basis of Marking.** It is essential that a marking system be consistent with the proposed promotional procedures. When all-round growth is the goal of education, the standards of evaluation by which the mark is determined must be as broad as the goals. Obviously, assigning a mark and determining child progress only on the basis of his academic progress is inadequate, since academic progress constitutes a part of the total objectives. In the same way, assigning a mark solely on the basis of a subject-matter test, which at best measures only knowledges gained, is indefensible.

Under the proposed reorganized elementary education program, the recommended basis of determining a child's mark is an evaluation of his progress in relation to his ability to achieve, not an evaluation of his achievement in comparison with the achievement of other members of his group, nor an evaluation of his achievement in relation to predetermined group standards. With growth, not subject matter accumulation, being the goal of education, it is impossible to have set group standards of achievement which are equally applicable to all members of the group. Instead, we must have as many standards as there are members in the group. This individual standard must take into consideration the level of development of the child at the beginning of the instruction period, his rate of growth, capacity to grow, physical factors, and any peculiar home or emotional factors present at that time.

No two pupils start their growth at any given time on exactly the same level; neither are pupils the same with respect to their rate of development and ability to grow. Certainly, they also vary greatly in respect to physical well-being and emotional adjustments. It is perfectly normal for one fourteen-year-old boy to grow six inches in height in a year; for another boy of the same age, it is just as normal to increase in height only one inch in the same time. If we should, arbitrarily, set up a standard which requires four inches of growth in a year for promotion, with all those not reaching this standard being failed, we should have a situation analogous to that which is practiced under strict interpretation of the grade-standard theory. Consequently, arbitrary grade standards as a basis of marking and promotions are impossible under the growth concept of education.

Under the recommended procedure, no child whose growth over a given period is equal to or better than expectations, based upon a careful analysis of his own ability and learning rate, will receive an unsatisfactory mark. The only pupils who receive an unsatisfactory growth mark will be those few who through misguided effort, lack of effort, im-

proper attitudes, or irregular attendance have not progressed to an extent which appears to be justified by their abilities. It is evident immediately that those pupils who are trying and doing the best they can, even if this is little compared with old grade standards, will be rated as having made satisfactory growth. Certainly this is right. Those who do the best they can should have the stimulation of success. It also is evident that, under this theory of marking, some of the higher ability pupils, who in the past have been permitted to coast along without exerting themselves and who have always received high marks, may receive an unsatisfactory growth mark when they are not growing to an extent one has a right to expect from pupils with their native capacities. This too is right. Too long have the schools contributed to the development of a condition, all too frequently found, where people of high mental capacity do not make their rightful contribution to the world because of poor work habits. It will, indeed, be a fortunate situation for the welfare of our country when we can have high ability combined with great capacity to work.

2. Reporting Progress to Parents and Pupils. The report card is a device for acquainting both the child and the parents of strengths and weaknesses in the child's individual development and progress toward desired social goals. It is best used as a means for securing both pupil and parent assistance in overcoming weaknesses in personality development. At the same time, the report is an important means of acquainting the parents with the aims of the school. As such, it must reflect the objectives of the school and be consistent with the promotion policy and the marking system. Obviously, the traditional five-letter report card, which only evaluates a child's achievement as compared with the achievement of others in his group is inadequate for reporting growth when the basis of marking is one which determines a child's mark in relation to his ability to achieve. Neither is a system of reporting adequate that evaluates only the child's mental growth, but gives no consideration to reporting progress in the development of social qualities, of emotional maturity, or of physical characteristics and desirable work habits. To reflect adequately the aims of the good school, the report card must be as broad in its evaluation as the aims of the school. Such a card will:

- a. Evaluate the child's progress in:
 - Mastering the tools of learning.
 - Physical development.
 - Development of emotional maturity and stability.
 - Work habits.
 - Learning to behave more adequately in social situations.
- b. Indicate the present level of achievement, so far as possible, in the tool subjects.
- c. Report standard achievement test scores, thereby showing the child's achievement in relation to average achievement of a large widely distributed group of children of his approximate age.

- d. Give attendance data.
 - e. Present the general objectives of the school.
 - f. Make provision for teacher and parent comments.
3. **Frequency of Reporting.** Reports to parents should be made whenever it is believed the child's development may be helped by bringing certain facts to the attention of the parents. It is important to remember that there are effective ways of reporting other than the formal report issued at regular intervals. Interviews and special reports indicating either exceptional abilities or special weaknesses may be made at any time when it is felt the child will profit from so doing. No general agreement exists in regard to the frequency of issue of the formal report. However, the tendency is to limit the number of such reports to not more than four during the school year. It is recommended that the formal report be issued at twelve-week intervals, three times yearly.
4. **An Illustration of a Report to Parents.** The report illustrated has four pages, which can be printed on a typical 4½-inch by 8½-inch folded card.

(First page)

.....Public Schools

**REPORT OF PUPIL PROGRESS FOR USE IN THE
ELEMENTARY SCHOOLS**

Name of School.....District.....County.....
Pupil's Name.....Year in School.....
Term Beginning.....19....., and Ending.....19.....
Teacher.....

To the Parent:

The function of the school is to promote child growth (social, mental, physical, emotional) in desirable ways. The amount of growth any child is capable of is determined by variable factors, such as, mental age, rate of learning, purposes, and the like. Ratings are based upon effort and ability of the individual pupil, and not on comparison with the progress of other pupils in his group.

Continuous progress throughout the early elementary school division (first three years) and the later elementary division (second three-year period) is the desired goal. The child begins the new school year at the level already achieved. Annual promotions are not used. The first formal end-of-the-year promotion period comes at the close of the first three years in school. The child is then either promoted into the later elementary division, or may be required to remain one more year in the early division, if his growth is not yet adequate. The second formal promotion period comes at the end of three years in the later elementary division.

IMPROVING THE ELEMENTARY CURRICULUM

The report is issued at nine-week intervals. Please discuss it with your child, sign the card, make any comments you care to (page 4), and return promptly.

(Second page)

PROGRESS IN BASIC SUBJECT SKILLS

Explanation of Marks:

O—Outstanding. Exceptional achievement.

N—Normal development. Child's achievement is equal to capacity.

U—Unsatisfactory. Achievement is not equal to ability.

A. Language Arts

1. Reading

(a) Achievement Levels (Use check (✓) mark only)

	REPORT PERIOD			
	1	2	3	4
Pre-reading				
Pre-Primer				
Primer				
1st Reader				
2nd Reader				

3rd Reader
4th Reader
5th Reader
6th Reader
Above 6th
Reader

	REPORT PERIOD			
	1	2	3	4

- (b) Shows interest and enjoyment in books and reading
- (c) Understands and interprets what he reads
- (d) Works out new words for himself.....
- (e) Reads with satisfactory speed
- (f) Interests the group when reading orally
- (g) Can locate information independently
- (h)

2. English, Writing, Spelling

- (a) Expresses meanings clearly and fluently
- (b) Speaks distinctly and correctly
- (c) Is able to secure and hold interest of hearers

	REPORT PERIOD			
	1	2	3	4

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		REPORT PERIOD			
		1	2	3	4
	(d) Expresses ideas clearly and correctly in writing				
	(e) Can spell words needed in written work				
	(f) Writes neatly and legibly				
	(g)				
B.	Social Living (Social studies, science, health, group activities)				
	1. Works well with other children in unit activities—planning, executing, evaluating				
	2. Practices desirable behavior in social situations				
	3. Shows an understanding and appreciation of:				
	(a) Rules for healthful and safe living (health)				
	(b) How people live and work in our own and other areas of the earth (geography)				
	(c) The American heritage (influence of past upon present day activities of man)				
	(d) Happenings in the natural world (science)				
	4. Collects and brings in helpful materials				
	5. Bases decisions on facts (does critical thinking)				
	6.				
C.	Numbers				
	1. Is able to do appropriate fundamental processes				
	2. Is able to solve appropriate thought problems				
	3.				

D. Standard Achievement Test Results

		Grade Placement Scores			
Name of Test	Date Administered	Read.	Arith.	Lang.	Total

(Grade status score of 2.1, for example, indicates the child did as well as the average child in the second year and first month of school.)

(Third page)

PROGRESS IN CITIZENSHIP AND PERSONALITY DEVELOPMENT

Explanation of Marks:

S—Strength in the trait.

N—Normal development.

W—Weakness in the trait—an area requiring special attention in the school and at home.

I—Improving (to be used only after a W has been received).

		REPORT PERIOD			
		1	2	3	4
1. Social					
(a)	Respects school property and property of others				
(b)	Works and plays well with others				
(c)	Accepts group responsibility (leadership)				
(d)	Makes and keeps friends				
(e)	Is courteous and considerate				
(f)	Respects school regulations and the teacher				
(g)				
2. Emotional					
(a)	Controls his (her) temper				
(b)	Takes criticism and disappointments well				
(c)	Has self-confidence				
(d)	Is happy in school situations				
(e)				
3. Physical					
(a)	Is neat and clean in body and clothing.....				
(b)	Sits, stands, and walks correctly (posture)				
(c)	Takes part readily in play activities				
(d)	Reflects good sleep and rest habits				
(e)	Shows evidence of a satisfactory diet				
(f)				
4. Work Habits					
(a)	Starts and completes work on time				
(b)	Tries to do his (her) best				
(c)	Works neatly and accurately				
(d)	Finds profitable things to do without being told				
(e)				

2. Second Report Period.

Parent's Signature

Parent's Comments:

.....

.....

Teacher's Comments:

.....

.....

.....

3. Third Report Period.

Parent's Signature

Parent's Comments:

.....

.....

Teacher's Comments:

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.....

.....

4. Fourth Report Period.

Teacher's Comments:

.....

.....

.....

G. The Daily Schedule

The daily program of studies in the elementary school must be flexible. It is best used as a general guide to the activities of the day, not as an exact determiner to be followed rigorously. It will vary from day to day to meet the demands of particular activities. Longer periods of time for continuous work on an activity are provided, which permit learning situations to continue as long as they are vital.

The daily schedule will be so organized as to provide for experiences designed to give (1) satisfaction to basic drives, enjoyment, and growth needs; (2) mastery of skills, facts and relationships in the organized body of knowledge, called the tools of learning; (3) more adequate adjustment to the world of people (social situation) and to the natural phenomena (science, health).

The following suggested schedule is designed to provide for all these types of experiences. Mastery of skills in the tools of learning is not left to chance, but provision is made for their systematic development. Satisfaction of basic drives and enjoyment needs are provided for by physical activity periods, by free reading and library periods, and by

provision for aesthetic and creative expression. The period set aside for development of experience units from social studies (history, geography, living in social situations), science and health provides for development of those socializing experiences essential for effective democratic citizenship.

SUGGESTED SCHEDULE FOR THE DAILY ACTIVITIES OF THE PUPILS

- 9:00 Routine matters, attendance, reading the Bible, prayer,
(15 min.) music, pupil reporting of interesting experiences, health inspection.
- 9:15 Reading activities. Systematic development of basic silent
(60 min.) and oral reading skills and abilities—mechanics of reading, vocabulary, understandings and meanings, independence in recognition, essential study habits, and reading activities integrated with the experience unit.
- 10:15 Play activities.
(15 min.)
- 10:30 Socializing experiences. Development of experience units
(90 min.) —planning and discussing activities, executing planned activities, constructing, exploring the community, research, reporting, evaluating work done, pooling experiences of committees and individuals, listening, reading, writing, creative expression. (Areas of experience for unit activities are those usually found in the social studies, science, and health.)
- 12:00 Lunch, rest. Recreational speech and listening; develop-
(30 min.) ment of correct eating habits and social courtesies.
- 12:30 Free play activities, outdoors when possible.
(30 min.)
- 1:00 Number experiences, using a modified form of individual-
(50 min.) ized instruction and developing number concepts as they grow out of the experience unit.
- 1:50 Aesthetic and creative experiences. Teaching of basic
(40 min.) skills and abilities in art and music; library periods, free reading, literature, sewing, crafts, assemblies, dramatization, dramatic play, club meetings; and integrated activities of a creative or aesthetic nature which grow out of the experience unit in progress.
- 2:30 Health instruction, directed play activities, rest.
(30 min.)
- 3:00 Language activities. Listening, oral and written expres-
(60 min.) sion, usage, spelling, penmanship, dictionary, and integrated language activities in connection with the unit in progress.
- 4:00 Dismissal.

IMPROVING THE ELEMENTARY CURRICULUM

ACTIVITIES AND PROBLEMS FOR STUDY GROUPS

1. **Set up plans for your own school.** The following charts are suggestive of possible working sheets. You will probably prefer to work out plans which will more directly fit your own problems. These charts are useful only for the purpose of a study group's planning and checking its own activities. They are not generally useful as a way of writing up findings.

Problem of Knowing Children

	Intelligence Measurements	Achievement Measurements	Health Examination Physical Vision Hearing	Referrals and Follow-Up	Supervision of Classroom Adjustments	Cumulative Records	Attendance	Home Contacts
Grade Levels and Approximate Time of Year								
Responsible School Officials								
Objective Measurements to Be Used								
Other Recommendations								
Other Committees to Contact About Related Problems								

Problem of Assured Continuous Growth in Basic Skills
(Separate chart for each large area, such as oral English or
arithmetic)

	Primary Level	Intermediate Level	Junior High Level	Senior High Level
How to record progress from year to year				
Promotion policy				
Reports to parents				
Marking				
Grouping				
Selection of books and materials				
Assimilating pupils new to system				
Differentiation of courses				
Other committees to contact because of closely related problems				

2. Study the question of block schedules and experiment with your day, and the children's days, until you feel you and they have "time to spare."

3. No two communities have exactly similar degrees of readiness on the part of parents and pupils for newer types of marking and report cards. How can you develop such readiness?

IMPROVING THE ELEMENTARY CURRICULUM

4. Chart the aspects of the curriculum that are largely administrative problems of building scheduling, building planning, purchasing, and the like. Where do the teacher, the principal, the superintendent, and the board fit into this picture?

5. Develop a common agreement as to procedures and desired outcomes in regard to discipline, pupil responsibility, standards of good teaching, cooperation among teachers, and similar problems.

6. Square the list of behaviors from Chapter IV with your method of reporting to parents.

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Attention given to rural schools and urban-rural relationships.

Others :

Chapter VI

MAKING THE CLASSROOM A LIVING DEMOCRACY

SCHOOL PEOPLE generally have accepted the principle of democracy in education. To a very large extent, they have given acceptance to the belief that the best way to prepare for effective living in a democracy is to live in a democracy while in school. Yet, beyond giving lip service to this ideal, how much have we educators done to make an actuality of our belief? Have we carefully thought out what a school is like in which democracy is actually being practiced? Do we know what democracy at work in a school means in respect to our method of teaching history, or any school subject? What it means in respect to what goes on in the playground, in respect to administration, in marking pupils, in promotion policies? In short, what changes in practice are necessary in order actually to carry out our belief about democracy?

Many of the changes necessary to make an actuality of democratic living in the school have been developed to some degree in the following sections of this bulletin. For this purpose we might well set forth the distinctive characteristics of a school in which the principles of democracy are being exemplified.

A. The Curriculum

The curriculum will be as broad as life itself, not limited to textbook memorization. Any school experiences that will tend to promote the objective—all-round growth of the child toward socially desirable goals—will be considered as part of the curriculum. Experiences will be so organized and selected as to provide for development and maintenance of the basic tools of learning skills, better behavior in social situations; meeting the basic child needs for experiences of an aesthetic and creative nature; better adjustment to the universe, the world of things. Worthy objectives cannot adequately be realized by a simple subject matter accumulation curriculum. Rather the materials of the curriculum will be organized on the basis of units of work which are taken from the great areas of human experience and adjustment—the world of people and the world of natural phenomena.

B. Teaching and Teachers

A democratic school is one that recognizes the uniqueness of the individual. Differences between children determine the type of instruction. No attempt is made to reduce these differences to a common level. Rather, peculiar capabilities, individual interests, purposes, and talents are fostered, since uniqueness, not similarity, makes possible valuable service to the group.

Knowledge of the child is a requisite to teaching the child. Use is made of all the present-day devices for knowing the child. Materials, methods, and instruction are then adjusted to fit the individual child's needs, interests, present purposes, achievement level, and rate of learning. The prevalent practice of giving all children in a particular age group the same thing at the same time in the same way obviously does not meet the requirements of this principle. Neither are we meeting its requirements when we permit a first-grade child with a five-year mental age, without regard to readiness, to have formal reading instruction; or when we require children of any mental age to move at a speed greater than their learning rate; or expect a child with a reading achievement level of third grade to read books of seventh grade difficulty simply because he or she happens to be classified in the seventh grade. To expect all children to fit the same mold or to reach the same standard of achievement is just not common sense, any more than it would be to expect all adults to write like Shakespeare.

Purposeful pupil activity dominates procedures in the democratic school. Methods are used which require group planning, keeping in mind that the teacher is a member of the group. Group planning insures purposeful pupil activity, since the pupils as well as the teachers have a consciousness of the aims. With the resulting pupil realization of the significance of and the reason of and the reason for what they are undertaking, motivation is largely self-imposed rather than secured by means of artificial and externally imposed devices, such as marks, promotions, fear of failure, honor rolls, stars, and the like. All activities that will promote the personality growth of the child in desirable ways are considered worthy of inclusion.

A school exemplifying democratic living is one that is concerned with the mental hygiene of the pupils. The basic human emotional needs of the child are recognized and fostered. In such a school, children feel secure. They belong, are part of a group. They are loved. They are accomplishing something. Pupil-teacher relationship is one of friendliness and cooperation, based upon mutual respect. Teachers have a sympathetic, helpful attitude toward the pupils. Freedom from fear and repression is characteristic. Emotional tensions are avoided. Praise, encouragement, stimulation, and pupil self-criticism prevail in place of teacher's harsh criticism, sarcasm, blame, scolding or nagging. Leadership, not authority, is the basis of teacher action.

Cooperation is the keynote. It is the very essence of democratic living. The school makes provision for the development of cooperative attitudes through giving practice in living and working together in a cooperative environment. Putting oneself in the other fellow's place to see the problem from other viewpoints is encouraged. Understanding and appreciation of the attitudes of others are thus secured. A respect for the other fellow's welfare is promoted. Procedures which are highly competitive and consequently inconsistent with this ideal are eliminated. Thus marking systems which tend to foster competition, which are based upon comparison of one child's work with another's regardless of

native capacities, will be discarded for one which sets up competition with the child's own previous record, in which the mark of the child is secured from an evaluation of his growth in relation to his ability to achieve. Children are treated democratically only when they are treated differently.

• Bringing democracy into the school is equivalent to bringing Christianity there. The Christian principle, the brotherhood of all mankind, will receive impetus in such a school. The forces of prejudice, intolerance, mistrust, misunderstanding, and hatred will be lessened. Segregation or discrimination against minority groups or creeds cannot be justified. Rather, all the factors of the school will be directed toward improving human relationships and making an actuality of the principle, "Good will toward all mankind." The constant goal will be to provide a place where pupils of all races and creeds may work and live together harmoniously, cooperatively, and democratically.

C. Discipline

The democratic principle of freedom does not mean "without restraint." Discipline is important and must be preserved. However, in a school which exemplifies the principles of democracy, discipline will not be secured through blind obedience, fear or the sanction of force, but as the result of intelligent understanding of the need for rules and regulations to preserve the welfare of the group. A recognition of and a growing respect for law and order are fostered. Pupils are taught to see the necessity of regulations to govern any group. They learn by experience that when regulations are made, it becomes necessary to place responsibility for enforcement in some individual; that after being adopted by majority action, it is the duty of every member of the group to observe the regulations as long as they remain in force. They learn that the only defensible way of changing regulations is through the processes of democracy—group discussion and majority action. Securing pupil control through force or blind obedience tends to produce either rebels or slaves. A democracy has no use for either of these. Securing pupil control through pupil participation in making the regulations, at least to the extent of their ability, produces the highest type of democratic control. At the same time, it tends to produce boys and girls who are becoming increasingly self-reliant and self-controlled—the highest goal of our educative process.

Mal-behavior is recognized as being the product of specific causes. Disciplinary measures attempt to uncover and remove the causes, which are considered more important than the behavior itself. Punishment is not given in a spirit of revenge, but only to make the effects of the undesirable action unpleasant so that such behavior will not tend to be repeated. Self-discipline is the ultimate goal. However, there is a constant recognition that reaching such a high level of behavior requires a long process of growth in which many children will stray frequently from the straight and narrow path.

According to Webster's Dictionary, discipline is "a subject to be taught; a branch of knowledge," "training or course of training which corrects, molds, strengthens, or perfects."

Effective democratic citizenship demands a person who can take responsibilities. People learn to become responsible by practice. Responsibilities are, therefore, freely delegated to the pupils. Then the child is held accountable for the performance of the activity. Since pupil experience is essential to learning and since learning is desired, the effective teacher will let the pupils do everything they can do. The delegated responsibilities will become larger and more complex as the pupils grow in their abilities to assume them.

Of course, the teacher can do many things better and with less loss of time than the pupils can do them. It is important to remember, however, that in teaching, pupil learning is what is desired, not teacher learning. Pupils grow toward the desired outcome by repeating experiences and by a variety of experience. The teacher may read the Bible in the morning exercise better than a pupil. Surely, the teacher may plan a school or room assembly better than the pupil. She may direct a dramatic production or choose the play or write the play better than the pupils could do it. We remember, however, that experience in doing is what is desired, and that while perfection of results is desirable, growth toward such perfection is really the function of education. Teachers are missing vital opportunities for developing the understandings, skills, and habits necessary for total personality development and effective group living when they do not permit the child ample participation in and responsibility for the activities of the school. It is not the function of the effective teacher to do the activity herself, except to serve as a model for pupil imitation in certain kinds of learning. It is the teacher's function to guide and direct the pupils in their doing of the activity.

D. Problem Solving

Successful living in a democratic society is conditioned by the ability to solve the problems of living—social, economic, personal, family, civic, religious—perhaps to a greater degree than any one other single thing. Problems must be solved in a way that is satisfactory to the individual and acceptable to society if we are to have even minimum human adjustment for citizenship. The method of reasoning used in the solution of problems means that decisions must be based upon the evidence in the case and that decisions be withheld until all available evidence is examined. Facts, not propaganda, blind prejudices or preconceived notions, must become the basis for the solution of problems. Problem solving ability, using the scientific method, is not an inborn trait, but must be developed by use, like any other habit. The public school, created as an essential agency by a society dedicated to the democratic way of life for the perpetuation of that type of society, cannot escape its responsibility in developing the habits particularly demanded for effective cit-

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izenship. Translating this demand into practices for the school, it means that the school must become a place where boys and girls develop habits of scientific problem solving by actually solving problems which are immediate and real to them at that time. Many situations involving choice, making decision, recognition of problems, collection and evaluation of data will be utilized.

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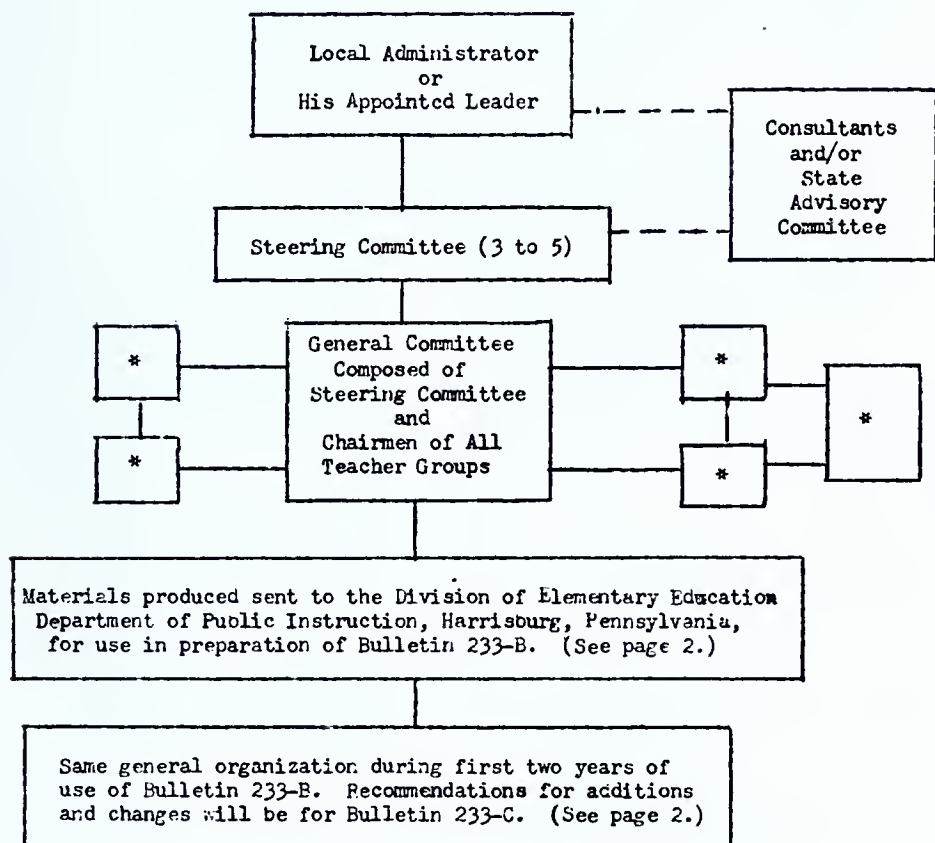
Report of the recent five-year curriculum improvement program.

Others:

Appendix

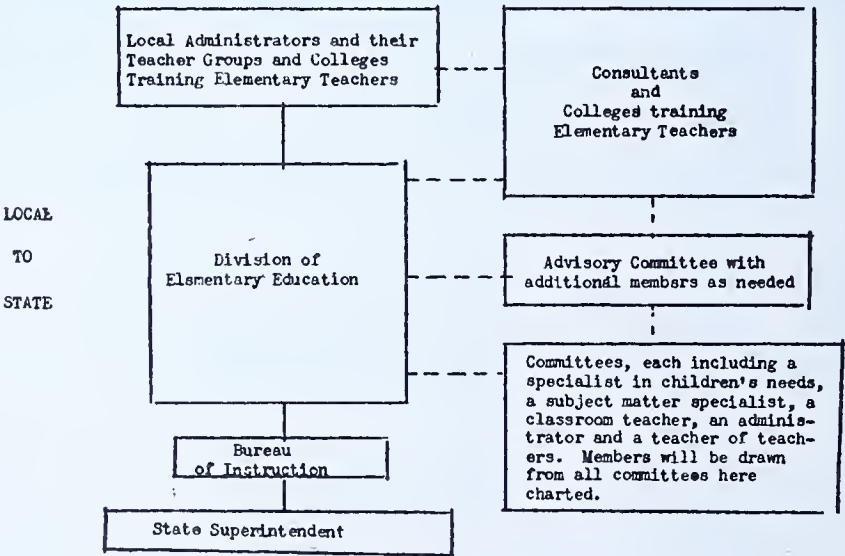
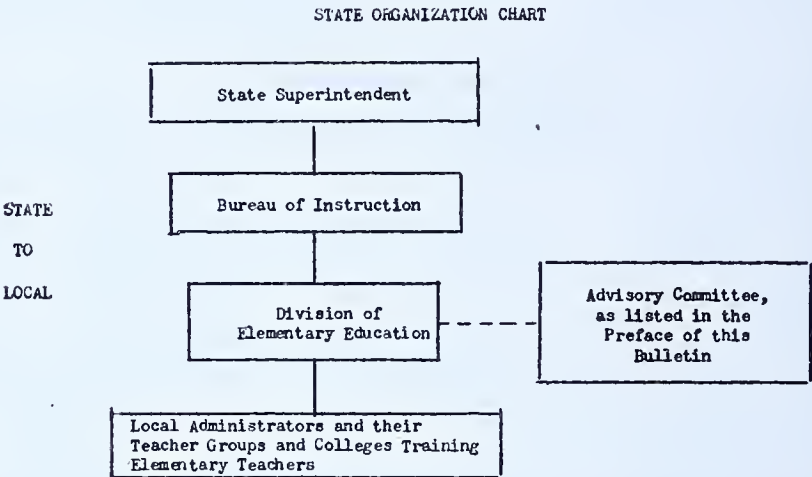
A SUGGESTED COUNTY OR DISTRICT ORGANIZATION CHART

Read Down



* Teacher groups, studying, experimenting, evaluating, writing. Some groups are small, some large; membership in groups may or may not overlap. All groups work on the problems of the local district which seem to them important.

STATE ORGANIZATION CHART



SUGGESTED QUESTIONNAIRE

First Form for Distribution to All Teachers of a District Participating in the Pennsylvania Study for Improving the Elementary Curriculum

School..... Teacher..... Date.....

It is desirable that teachers participate in any program of curriculum revision. In order to get groups organized for effective work, we need frank and carefully considered answers to the questions below. We ask this, fully realizing that some teachers will not participate in such groups and will have adequate reasons for not doing so.

1. Will you be willing to work on a committee? Please indicate level and area, as, for example, primary literature, or intermediate arithmetic or science in all grades.

First choice.....

Second choice.....

Third choice.....

2. How much time can you give to committee meetings?

2 hours once a month 2 hours once a week

2 hours twice a month

3. How much time outside of committee meetings can you use?

One or two hours per week.....

Two or three hours per week.....

More than three hours per week.....

4. Please give any suggestions you have concerning times, places, problems or other items relevant to this curriculum study.

*5. Will you be willing to "try out" a unit of work this year?
.....Yes.No. If so, complete the reverse side of this sheet.

These forms should be returned directly to (person designated by local administrator).

Signed by local administrator

Districts will find this type of form helpful in getting committees and time schedules organized.

* Many superintendents will not find this question necessary.

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For Teachers Who Are Willing to Try Out a Unit of Experience in
the Social Living Area

1. What unit do you want to try? Have you selected it in consideration of the Criteria for Selection on page 53 of Bulletin 233-A?
2. What subject matter area or areas are most involved?

.....
Note: A unit may be in geography, history, or science, or any combination of those which is a logical next step for you in your school situation. It should not be in addition to, but instead of, one or more parts of these subjects, during the "try out" period.

3. Do you have, or can you get, a unit written and used elsewhere that you can use as a guide and help?
Sources are listed in the Appendix of Bulletin 233-A.

4. Approximate number of weeks you plan to spend on this unit.
.....

5. Approximate amount of time children will spend daily on this unit.
.....

This period should take the place of, not be in addition to, your regularly planned periods in the subject matter areas involved.

6. Will you keep some records and be willing to report your findings and recommendations to the local committee, or directly to the Division of Elementary Education, Department of Public Instruction, Harrisburg, if your district does not have an active committee in the Social Living field?

A method of assembling such records for reporting is included in the Appendix of Bulletin 233-A.

SUGGESTED QUESTIONNAIRE

For Districts Participating in the Pennsylvania Study
for Improving the Elementary Curriculum

County..... District..... Date.....

From time to time the central State committees will need the following information for purposes of area conferences, State committee memberships, distribution of materials and the like.

1. Name and mailing address of person
whom the Department of Public In-
struction should contact as general
chairman.

2. Curriculum committees being organized

Field of Study	Approx. No. in Group	Name and Mailing Address of Chairman
(1).....
(2).....
(3).....
(4).....
(5).....
(6).....
(7).....
(8).....

NOTE: This form should be cut out or copied and mailed to the Division of Elementary Education, Department of Public Instruction, Harrisburg, by the local administration by April first, 1946.

SUGGESTED QUESTIONNAIRE

For Chairmen of Teacher Committees Participating in the
Pennsylvania Study for Improving the Elementary Curriculum

County..... District..... Date.....

From
complete mailing address of sender

- 1. A statement of the problem your group is studying.
- 2. Do you plan to assemble your summary or findings and/or recommendations to mail to the State Curriculum Committee? (All reports should be routed through your general chairman.)
.....No.Yes. Approximately when?
- 3. How many teachers are actively participating in this one group?
.....
- 4. How many meetings do you plan?
- 5. List any and all people in your geographic area (committee decision) who might serve as permanent or temporary consultants to your committee. These should be people who have a real interest in and knowledge of your problem, or parts of your problem.

Name	Position
.....
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.....
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.....
.....

- 6. If the Department of Public Instruction has available consultants in the field of this problem do you want to be kept informed about possible dates and the like?
- 7. Mail to Division of Elementary Education, Department of Public Intruction.

NOTE: Each district should duplicate as many of these forms as are needed.

SOME SUGGESTIONS CONCERNING THE DUTIES OF VARIOUS COMMITTEES

- A. A District's Steering Committee (3 to 5 members)
(This should be the first committee set up.)
1. Determine what forms or questionnaires to send out, when and how to send and collect them.
 2. Tabulate and interpret data from questionnaires to determine committees and schedules as needed.
 3. Set up ways for teachers to experiment and try out new materials.
 4. Notify each participating teacher of the time and place of the first meeting of the teachers of her group, and see that someone is designated to get the group started.
 5. Assume responsibility of helping get needed professional books and materials, and needed consultants. This responsibility should be assumed in such a way that each committee becomes increasingly resourceful and independent.
 6. Mimeograph and distribute needed forms, schedules, and the like.
 7. Keep all committees progressing in line with a common basic philosophy.
 8. Plan for possible tie-ups with lay organizations, the school board, the community, and the like. (Chapters II and III-E.)
 9. Project continuing use of local teacher groups as a permanent part of teachers' self-supervision and in-service growth.
- B. Individual Groups or Committees of Teachers
1. Each group should organize itself as to when and where to meet, make tentative plans for several meetings ahead and definite plans for each next meeting. Responsibilities for work between meetings, and all other problems peculiar to group and area of study should be clear and definite. Plan definitely to continuously experiment in classrooms with suggestions, discuss actual situations, evaluate, make changes, and reevaluate.
 2. Decide fairly definitely what should be accomplished. For example, if plans are made to get started during the spring of 1946, some work may be done during summer school, and the group may continue through most of 1946-47. Plans to round off the problem to a clear statement of progress should be made so that the report can be in the hands of the local general committee early in the spring of 1947.
 3. Read extensively about what is being done and the results of research in the field of the group's problem.

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4. Gradually localize individual's interests for intensive study.
5. Consider suggestions in Chapter II.
6. Experiment with ideas, evaluate and reevaluate.
7. A local group studying problems in the Social Living Program (Chapter IV-A), should discuss their work with all teachers who are regularly teaching, or trying out units of work in this area. The final report and recommendations sent to the Division of Elementary Education, Department of Public Instruction, Harrisburg, should embody their materials and recommendations for improving the curriculum in this area.

C. The General Curriculum Committee

This will probably be made up of the members of the steering committee and the chairmen of the individual teacher groups. It will therefore not be officially formed until after the study groups have formed and appointed their chairmen.

1. Keep in close touch with all study groups to anticipate needs, make their meetings worthwhile, and generally guide policies.
2. As the study groups work into the stage of writing plans and recommendations, act as an evaluation and editing committee.
3. Keep the general objectives of curriculum improvement in mind so that each small group's work is consonant in philosophy with the others.
4. Assemble all recommendations to be sent to the Division of Elementary Education, Department of Public Instruction, Harrisburg.

SUGGESTIONS FOR THE ORGANIZATION OF A REPORT OF A UNIT OF WORK IN THE SOCIAL LIVING AREA

1. Desired Outcomes in Behaviors.
 - a. Functional knowledge and understandings basic to behavior
 - b. Abilities and habits
 - c. Attitudes and appreciations
2. Resource Material
 - a. Books and other reading matter
 - b. People and places in school and community
 - c. Visual aids.
 - d. Other materials
3. Tell how you approached and started the unit.
4. Summary of the points of view from which the unit was presented. This should unify the writer's thinking rather than be a summary of the subject matter involved.

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5. List such things as actual new vocabulary involved, new techniques of study introduced, new habits started or developed. These are specific objectives.
6. Activities
Report only those actually carried through by children. Classify by activities in which whole group participated, small groups cooperated, and those which were undertaken individually.
or
Classify as: reading, arithmetic, geography, history, art, and the like.
or
Classify as: research, construction, discussion, observation, reports, interpretation, and the like.
or
Classify in relation to the behavior objectives set up in your desired outcomes.
7. Record ways of evaluation found effective in this unit. This should include ways to evaluate personal and perhaps intangible growth by subjective methods as well as types of objective testing of more easily measured growth.
8. Give hard-to-find addresses, sources of materials and other hints which will save another teacher time and effort.
9. Tell how you culminated the unit—the way in which the class re-assembled the materials for a workmanlike closing.

Suggestions for other ways of reporting teaching units and/or writing course of study units can be found in the following:

Bathurst, Effie. *Writing the Story of an Activity Unit*. W. F. Quarrie & Company, 35 E. Wacker Drive, Chicago, Ill. This leaflet is inexpensive.

Compton's Encyclopedia, 1000 No. Dearborn Street, Chicago 10, Ill. *Teacher's Handbook*, which accompanies their Pictured Teaching Materials listed on page 122 of this Appendix.

UNITS OF INSTRUCTION WHICH MAY BE PURCHASED

Suggested for teachers who are trying out their first units

The Book of Knowledge published by The Grolier Society, Inc., 2 W. 45th Street, New York, publishes a book entitled *Graded Courses of Study*, edited by Angelo Patri, and another entitled *School-Subject Guide*. Schools owning *The Book of Knowledge* may find these helpful.

Britannica Junior published by Encyclopedia Britannica, Inc., 20 N. Wacker Drive, Chicago 6, Illinois, gets out twenty *Britannica Junior Units of Study Materials* which sell for \$12.00 a set.

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Bureau of Publications, Teachers College, Columbia University, New York, publishes a series of more than one hundred pamphlets. These units are edited by Prof. William A. McCall, but written by teachers from all grade levels, from the entire country. They are priced from 25 cents to 40 cents each. A free leaflet is issued, *Teachers' Lesson Unit Series*, which lists and describes them, giving the grade level for which they were designed.

Childcraft; Fourteen Volumes, published by W. F. Quarrie & Company, 35 E. Wacker Drive, Chicago, Illinois. Contains a Teacher-Manual-Index.

The Child Development Foundation, Inc., 6 North Michigan Avenue, Chicago, Illinois, publishes *Foundation Classroom Materials*. Inquiries should be addressed to them.

Compton's Pictured Teaching Materials are published by F. E. Compton Co., 1000 North Dearborn Street, Chicago 10, Illinois. Inquiries concerning them should be addressed directly to the company. Eighteen units with pictures, \$56.50; individual copies, \$2.50.

Department of Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C., sells for 10 cents a mimeographed bulletin entitled, "List of Outstanding Teaching and Learning Materials." This bulletin includes courses of study published by states or cities to January 1, 1945. It sets up the five criteria by which the courses were judged and classifies them by subject matter fields. Inquiries concerning purchase of these should be sent directly to the publishers.

Instructor Series of Illustrated Units is published by F. A. Owen Publishing Company, Danville, New York. They are inexpensive.

Nystrom, A. J. & Company, 3333 Elston Avenue, Chicago, Illinois, gets out a series of geography units which contain many excellent suggestions for making maps meaningful. These units can be secured free of charge by writing to the company.

The World Book Encyclopedia published by W. F. Quarrie & Company, 35 E. Wacker Drive, Chicago, Illinois, gets out inexpensive *Unit Teaching Materials* on a wide range of subjects.

MOTION PICTURES AND RADIO

Films

Films prepared for classroom use may be purchased from the following companies:

Bell & Howell Company, 1801 Larchmont Avenue, Chicago, Illinois.
DeVry, Herman A., Inc., 1111 W. Armitage Avenue, Chicago, Illinois.
Eastman Kodak Company, Rochester, New York.
Edited Picture Corporation, The, 330 West 42d Street, New York, New York.

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Erpi Classroom Films, Inc., 35-11 35th Avenue, Long Island City, New York.

Garrison Film Distributors, 1600 Broadway, New York, New York.

Gullohn, Walter O., Inc., 35 West 45th Street, New York, New York.

Lilley, J. P. & Son, 277 Boas Street, Harrisburg, Pennsylvania. Sells and rents film. They will answer inquiries.

There are a few pictures in the field of teacher training which were made in actual classrooms. Some of them are:

Creative Approach to Education. (2 reels) by Hughes Mearns.

Dynamic Learning. (2 reels) by W. H. Kilpatrick.

Guidance in Public Schools. (2 reels) by R. D. Allen.

Individual Differences in Arithmetic. (2 reels) by G. T. Buswell.

The Elementary Teacher as a Guide. (2 reels) by Bode and Zirbes.

The Primary Teacher at Work. (2 reels) by L. L. Stone.

The Teaching of Reading. (2 reels) by A. I. Gates.

Erpi Picture Consultants, Inc. (catalog on request), 250 W. 57th Street, New York, New York.

Life Begins. (7 reels) by Yale Clinic on Child Development. Depicts behavior phenomena of infancy. Write Erpi Pictures.

The Human Adventure. (8 reels) by University of Chicago. Man's Conquest of Civilization. Write The Oriental Institute, University of Chicago, about special showings.

"*Living and Learning in a Rural School.*" A 2 reel, 16 mm. sound motion picture, produced in 1939 by the Bureau of Publications, Teachers College, Columbia University, was prepared by Professors Fannie Dunn and Frank Cyr. It furnishes concrete illustrations of desirable practices in an actual three-room rural school.

Listings of Films

American Council on Education, Washington 6, D. C. Free leaflet—a list of filmstrips on *Life in the United States*.

Association of School Film Libraries. Rockefeller Plaza, New York, New York. Catalogs.

Blake, Cochran. *Films on War and American Policy.* Washington, D. C., American Council on Education. 1940.

Continental Press, Harrisburg, Pennsylvania. *The Educator's Directory.* \$2.50.

Division of Motion Pictures, Department of Interior, Washington, D. C. *Sources of Visual Aids and Equipment for Instructor's Use in Schools.*

Filmsets, Inc., 52 Vanderbilt Avenue, New York, New York. Catalog.

Hartley, William H. *Selected Films for American History and Problems.* New York, Teachers College, Columbia University. 1940.

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Motion Picture Project and Pan American Union. *The Other Americas Through Films and Records*. American Council on Education. 1942.

New Tools for Learning. 7 West 16th Street, New York 11, New York.
A catalog of radio recordings, movies, pamphlets and study guides.

Pennsylvania State College, State College, Pennsylvania. The Pennsylvania State College Bulletin. *Audio-Visual Aids Library*. 1944-45.

State Library and Museum Division, Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania. *Museum Pamphlet Series* Nos. 507, 510 through 519, 521 through 525.

Lists of educational films are regular features of such magazines as: *Scholastic*, *The Educational Screen*, *Film News*, *The School Executive*, *The Nation's Schools*, and *Secondary Education*.

Radio—General Sources

Columbia Broadcasting System, 485 Madison Avenue, New York, New York.

Committee on Scientific Aids to Learning, 41 East 42d Street, New York, New York.

Educational Department, National Association of Broadcasters, 1626 K Street, N. W., Washington, D. C.

Institute for Education by Radio, Yearbooks (Ninth, 1939), The Ohio State University, Columbus, Ohio.

National Broadcasting Company, 30 Rockefeller Plaza, New York, New York.

National Committee on Education by Radio, 1 Madison Avenue, New York, New York.

Office of Education, U. S. Department of the Interior, Washington, D. C.

The Nation's School of the Air, Station WLW, Cincinnati, Ohio.

ADDRESSES OF PUBLISHERS

American Automobile Association, Pennsylvania Avenue at 17th Street, Washington, D. C.

American Book. American Book Company, 88 Lexington Avenue, New York, New York.

American Council on Education, 744 Jackson Place, N. W., Washington 6, D. C.

American Library Association, 520 N. Michigan Avenue, Chicago, Illinois.

Appleton or Appleton-Century. D. Appleton-Century Company, Inc., 35 W. 32d Street, New York, New York.

Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington 6, D. C.

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- Barnes, A. S. A. S. Barnes & Co., 67 W. 44th Street, New York, New York.
- Birchard, C. C. C. C. Birchard & Company, 221 Columbus Avenue, Boston, Massachusetts.
- Bobbs-Merrill. Bobbs-Merrill Company, 468 4th Avenue, New York, New York.
- Bureau of Publications, Teachers College, Columbia University, New York, New York.
- Columbia University Press, 2960 Broadway, New York 27, New York.
- Crofts. F. S. Crofts & Co., 101 5th Avenue, New York 3, New York.
- Day. John Day Co., Inc., 2 W. 45th Street, New York, New York.
- Doubleday. Doubleday, Doran & Company, Inc., Garden City, New York, New York.
- Ginn. Ginn and Company, 20 Providence Street, Boston, Massachusetts.
- Harcourt. Harcourt, Brace & Company, Inc., 383 Madison Avenue, New York, New York.
- Harper. Harper & Brothers, 49 E. 33d Street, New York, New York.
- Heath. D. C. Heath & Company, 180 Varick Street, New York, New York.
- Houghton. Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts.
- International Textbook Company, Scranton, Pennsylvania.
- Junior Literary Guild. The Junior Literary Guild, Garden City, New York.
- Little. Little, Brown & Company, 34 Beacon Street, Boston, Massachusetts.
- Longmans. Longmans, Green & Company, 114 5th Avenue, New York, New York.
- McGraw-Hill Book Company, Inc., 330 W. 42d Street, New York, New York.
- Macmillan. The Macmillan Company, 60 5th Avenue, New York, New York.
- Manual Arts. Manual Arts Press, 237 N. Monroe Street, Peoria, Illinois.
- Music Educators National Conference (Research Council), 64 E. Jackson Boulevard, Chicago 4, Illinois.
- National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

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National Recreation Association, 315 4th Avenue, New York, New York.

Noble. Noble & Noble, Publishers, Inc., 100 5th Avenue, New York, New York.

Philadelphia Educational Publishers, 1524 Chestnut Street, Philadelphia 6, Pennsylvania.

Prentice-Hall. Prentice-Hall, Inc., 70 5th Avenue, New York, New York.

PSEA. Pennsylvania State Education Association, 400 N. 3d Street, Harrisburg, Pennsylvania.

Public School Publishing Co., 509-11-13 N. East Street, Bloomington, Illinois.

Putnam. G. P. Putnam's Sons, Putnam Building, 2-6 W. 45th Street, New York, New York.

Russell Sage Foundation, 130 E. 22d Street, New York 10, New York.

Sanborn. Benjamin H. Sanborn & Co., 221 E. 20th Street, Chicago, Illinois.

Scott. Scott, Foresman & Company, 114-120 E. 23d Street, New York, New York.

Scribner. Charles Scribner's Sons, 597-599 5th Avenue, New York, New York.

Silver. Silver, Burdett & Company, Everett Building, 45 E. 17th Street, New York, New York.

Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

University of Minnesota. The University of Minnesota Press, Minneapolis, Minnesota.

Vanguard. Vanguard Press, Inc., 424 Madison Avenue, New York, New York.

Viking. Viking Press, Inc., 18 E. 48th Street, New York, New York.

World Book. World Book Company, 313 Park Hill Avenue, Yonkers-on-Hudson, New York.

Webster Publishing Company, 1808 Washington Avenue, St. Louis, Missouri.

Wilson, H. W. The H. W. Wilson Company, 950-972 University Avenue, New York, New York.

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SUGGESTED SCHEDULE FORM FOR GROUP MEETINGS

Note: This is a form actually in use.

"Crawford County Schools

"Schedule of Supervisory Teacher Meetings for All
Elementary Teachers
Year 1945-46

"Area No.	Districts Included	Place of Meeting	Dates	Time of Meeting
I			(3 meetings listed here)	3:30-4:40
II				
III				
IV				
V				
VI				
VII				

"All elementary schools are scheduled for these meetings. High school teachers may attend also, if they desire. Attendance will count as the second day of the Annual Teachers' Meeting. *Please preserve this schedule carefully.*"

Signed by Administrator

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